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ABSTRACT

The Howard University library system is reviewed as an organization in this report which analyzes its facilities, reports on a user/non-user survey, and gives a statistical overview. Recommendations for making the library a vital part of the educational program and for increasing its usefulness are included. From the data gathered it was concluded that, while Howard had made great strides to improve its collection and staffing, it still has a long way to go in order to catch up with the leading institutions. Particularly inadequate are the number of clerical and hourly employees and the funds allocated for these purposes. To move ahead Howard will require a substantially larger library budget, and within the budget larger percentages should be allocated to hourly assistance and to binding and rebinding. The number of clerical and hourly employees should be increased by one-third and the periodical titles doubled. (Author/NH)

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ANNUAL SURVEY OF HOWARD UNIVERSITY

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PREFACE

Public Law 70-364, approved December 13, 1928, initiated regular annual appropriations by Congress to Howard University. The same legislation also provided that "the University shall at all times be open to inspection by the Bureau of Education and shall be inspected by the said Bureau at least once each year."

The annual survey has been made a part of the responsibility of the Bureau of Higher Education in the U.S. Office of Education. In recent years it has seemed appropriate to concentrate on a review each year in some depth on one different phase of the institution's activity. Four years ago the College of Liberal Arts was surveyed. Three years ago the Graduate School was reviewed, and two years ago the survey focused on the whole area of non-academic student services. Last year a survey was made of the student financial aid program, including a review of the organization of the program and recommendations for strengthening the program.

This report reviews the library system as an organization, analyzes its facilities, reports on a user/non-user survey, and gives a statistical overview. Recommendations for making the library a vital part of the educational program and for increasing its usefulness are included.

The survey team made several visits to the University, talking first with the vice president whose responsibility includes the several libraries; the dean and/or his representative in each college, school, or department with a

library or reading room; the librarians; students, members of the faculty, and library staff members including those knowledgeable about the facilities.

The survey team is appreciative of the courtesy and helpfulness displayed by Dr. Andrew Billingsley, vice president for academic affairs; Dr. Carlton P. Alexis, vice president for health services; Mr. William D. Cunningham, director of University libraries; and Dr. Joseph H. Reason, recently retired director of University libraries. In fact, every person with whom we spoke at the University gave generously of his or her time and information. We are hopeful that this report will be useful in the extensive consideration already being given by the University itself to improving the library system in its entirety.

This year the Howard University Survey Team from the U.S. Office of Education includes persons from the Bureau of Higher Education, the Bureau of Libraries and Educational Technology, the National Center for Educational Statistics, and a regional office. The members of the survey team are as follows:

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The following persons also contributed greatly by assisting in the student/faculty interviews which form a significant part of this report.

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RECOMMENDATIONS

Through the many discussions, the user survey, and a review of available written materials, certain strengths and weaknesses of the library system at Howard University come into perspective. The Committee feels that at least part of the problems are rooted in the need for the University itself to clarify its role, state its objectives, and define clearly how it views its future directions. Only then can those concerned with the library make it become an integral part of the University and its progress. The draft of "ALA Guidelines for College Libraries"[1] includes the following comment on the "Role of the College Library":

> An organization is evaluated in terms of its effectiveness in achieving its stated objectives. The college library, therefore, should prepare an explicit statement of its objectives after a careful assessment of the contribution which the library can make to the instructional program. Formulation of such a statement will normally be the joint responsibility of the college administration, the instructional faculty, and the professional library staff.

At the end of each chapter are detailed recommendations. The following summary recommendations have been culled from the several chapters which compose this report, and the information supporting these recommendations is set forth in the report:

1. A policy statement should be issued from the president's office clarifying the role and authority of the director of University libraries, so that the more specific recommendations in this report can be implemented successfully.

   The history of Howard's library program reveals an early branching off of the various department, school, and special programs from the principal library program, a trend which continues up to the present time. If the overall library program is to be truly effective, a strong unification of the various and now quite separate programs will be necessary, with a restructuring or greater centralization of control under the office of the director of University libraries. New library branch units should be established and added to the system only when planning and development for them has been completed by the director of University libraries and the school, college, or department involved.

2. Regular meetings of the director of University libraries should be scheduled with the deans of schools and colleges and chairmen of departments served by branch libraries, including the dean of the Law School, to insure that the library system's components

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[1] ALA Guidelines for College Libraries (draft November 1970). Working draft of the standards and accreditation committee of the Association of Colleges and Research Libraries, approved for distribution--January 21, 1971.

offer some uniformity of service, adjusted to the differing needs of the constituents. Planning by this advisory group should be looking toward a prospective 50 percent increase in enrollment by 1980 which would necessitate corresponding increases in library space, staff, and budget.

3. Appointments to the staffs of all units in the library system should be made by the director of University libraries in consultation with the librarians heading divisions of Founders Library or with the librarians in charge of units outside of Founders. Positions entailing equal responsibilities should carry equal ratings and equivalent salaries, whether they are on the Founders Library staff or in other units of the system. Vacations and allowances for illnesses should be standardized for the entire staff, with appropriate differences for professional librarians in line with faculty practices.

   New appointments should include staff members for key positions who have advanced degrees from various accredited library schools and a record of publications and active participation in professional library associations, so that faculty status and rank can be sought for the staff to correspond to teaching appointees with similar qualifications.

4. Regular meetings should also be scheduled between the director of University libraries or his designated representatives and the heads of all library branches and units, including the Law librarian. Such matters should be considered as:

   a. Hours of opening

   b. Security

   c. Duplication of titles needed in more than one location or for reserve for large classes

   d. Transfer of older materials from branches to storage (in Founders Library, primarily)

   e. Provision of temporary staff to branches (from Founders Library, primarily) to cover situations such as lengthy illnesses or leaves of absence

   f. Up-to-date maintenance of the union catalog (in Founders Library) showing all campus holdings

   g. A printed guide to the libraries in the Howard University system and a substantive entry on libraries in each school or college catalog

h. Circulation regulations: uniformity of length of charges and fines for overdue or lost books

i. Provision of adequate photocopying and audiovisual equipment. (Conveniently located photocopying machines, making copy available at five cents a page as the Law Library does, would be helpful in reducing loss and mutilation of journal articles. More audiovisual equipment such as microfilm and microprint readers, would make possible a saving of space through acquisition of journals in microform.)

Out of these meetings of the heads of library units should come operating manuals for all branches and Founders Library departments to be distributed to all library units so that any divergences in service or processing practices would be plainly stated and verifiable.

5. The director of University libraries should be an ex officio member of the University's educational policies committee or any other body that considers new or revised programs of instruction, so that library support can be provided at the inception of such programs.

6. A plan for immediate and future provision of building facilities and maintenance should be developed by the director of University libraries through frequent consultation with the two vice presidents and the University office for development. Immediate planning should be included for the following:

   a. Air conditioning for Founders Library and those branches having none.

   b. Remodeling of Founders Library to utilize space now occupied by nine classrooms in the basement for library activities and to make shell space in the attic useable for storage of seldom used materials.

   c. Redecoration and refurnishing of many areas in both Founders Library and the branches where a coat of paint and improved lighting would make a vast improvement in providng attractive settings for study and use of library materials.

   d. Relocation of the campus bookstore to provide additional space for the Law Library.

   e. Reorganization of present space in Founders Library to increase undergraduate facilities.

7. Long range plans should be concerned with the following:

   a. Feasibility of three major libraries, namely, Founders Library with an addition for science, engineering, and

undergraduate studies; a health center library complex; and the Law Library.

b. Rare book and special collection facilities to provide adequately for housing and servicing such unique collections as that of the Moorland Foundation which is of national importance and concern.

c. Provisions for greater use of educational technology such as cables for computer installations as well as temperature and noise-controlled areas for their possible future use as aids to learning and for library data processing applications.

d. Establishment of a network relationship with other similar institutions and collections, such as with the Schomburg Collection (New York) and the Henry B. Slaughter and Countee Cullen Memorial Collections (Atlanta University).

8. Howard should encourage members of the Library Council of the Consortium of Universities of Washington, D.C., to expand their activities to include professional staff members as well as the directors of the member libraries for the purpose of improving joint facilities and services such as:

   a. Interlibrary lending to undergraduates. Presently graduate students and faculty may visit all member libraries and borrow unrestricted material, but arrangements might be worked out by the circulation staff to extend privileges to undergraduates.

   b. Maintenance of a Union List of Serials for the five libraries.

   c. Joint acquisitions, or agreement to certain areas of concentrated purchasing, for each library, thereby avoiding duplication of expensive and infrequently used resources.

9. In order to become a leading institution Howard University will require a substantially larger library budget. Within the budget larger percentages should be allocated to hourly assistance, binding, and rebinding. The number of volumes should be increased by one-third, and the periodical titles should be doubled. This larger investment in the library is especially important now in view of the recent grants to enlarge the University's doctoral degree program in several fields.

CHAPTER I

BRIEF HISTORY OF HOWARD UNIVERSITY LIBRARIES

Establishment of the University and Library

Howard University, as the leading Negro institution of higher education in the Nation, has had a history since its establishment in 1867 which directly reflects the shifts in the social, cultural, and economic development in the United States with direct implications for the higher education of black students.

Different aspects of the "missionary" enthusiasm which peaked at the end of the Civil War included the establishment of schools and aid societies and of protective legislation for the benefit of the freedmen. Howard University was established by a small group of men who were members of the First Congregational Church. The Act of Corporation, passed by Congress on March 2, 1867, stipulated that the institution should "consist of the following departments and such others as the Board of Trustees may establish--first, normal; second, collegiate; third, theological; fourth, law; fifth, medicine; sixth, agriculture."

The institution opened with five students in May 1867 in a leased old German dance hall on Seventh Street. Only one month after the incorporation, the Board of Trustees approved Danforth B. Nichols to serve as librarian--in addition to his other teaching and administrative duties--and a library committee was set up to solicit contributions of books and other library materials.

Financial Support

The financial support for the Howard library program during the early years was consistently low. There was a dependence on donations and gifts which included authorized gifts of duplicate copies of books from the Library of Congress and from various Federal departments and agencies. A notable gift during the first ten years was the Lewis Tappan collection of anti-slavery material which was to become an important part of the Moorland Foundation, a collection of materials by and about the Negro.

The middle 1870's were particularly bad financial years for the University, which was practically closed during these years. In certain years there was no record of library activities, and students apparently were responsible for the library operations. Congressional appropriations began in the last part of the decade, and, although these appropriations were comparatively small and not certain, they did provide somewhat of a stabilizing influence and made some activities possible which otherwise could not be accomplished. The total appropriations for books ranged from $900 to $1,500 annually for many years.

The year 1928 was a landmark in the Howard development program. In that year Congress passed legislation which legalized the appropriations. A series of meetings during the following three years resulted in a development plan for the institution, including the library structure. An important part of the plan was a factor of partial support by the Federal Government. These meetings, incidentally were attended by representatives of the U.S. Office of Education as well as by members of Congress and representatives of philanthropic foundations. In addition, the great influence of Edward C. Williams, who was the librarian from 1916 until his death in 1929, set the stage for Howard's participation in the general expansion of academic libraries in the 1930's.

The accounts of Howard University over the years include many examples of the continual attempts for financial support. The efforts to obtain capital funds for library buildings illustrate the change in support from the philanthropic funding for the Carnegie Library to the Congressional funding for the erection of the Founders Library building. At present, the Federal Government is the principal source of support for the basic library program, except for the purchase of books and materials for the special collections.

Book Collections

The early period of the University's library history with reference to the building up of collections is characterized by the acquisition of books and other library materials through limited purchases and a comparatively wide range of donations from governmental agencies, religious organizations, and institutions. By 1870 a collection of some 3,600 books had been formed. The record of special gifts became even more significant after that time. The Tappan Collection was received in 1873. In 1890 Congress authorized the Library of Congress and the Federal departments to contribute regularly a copy of all books they had in duplicate. The Cromwell Collection was received in 1900; the Moorland Collection on Negro and African Culture in 1914; the Veteran's Bureau Collection in 1927; the Grimke Collection in 1936; and the Edward P. Davis Collection in 1938. Later outstanding special gifts included the Channing Pollock Theater Collection and the Bernard Fall Collection of Asian materials.

The special collections of Howard not only enrich the heritage of the entire university community but they have value far beyond that. The outstanding Moorland Foundation Collection, which has been long under the able direction of Mrs. Dorothy B. Porter, is a national asset with rich and significant materials on the Negro which should be available to scholars all over the world. This specialized collection, considered to be one of the most comprehensive of its kind, includes not only books but also manuscripts, newspapers, pamphlets, musical compositions, recordings, clippings, and other materials, much in microform. Focus is not only on the Negro in the United States but also in other countries, particularly in Africa. In view of

developments in Negro history and literature over past years, efforts should be continued to make this research collection still stronger and more accessible.

Howard University's membership in the Interuniversity Library Council of the Joint Graduate Consortium of Washington, D.C., has resulted in making available the collections of American, Catholic, George Washington, Georgetown, and Howard Universities to graduate students and faculties of these institutions. Under this cooperative arrangement, begun in 1964, Howard, in the 1969-70 academic year, loaned 641 items to the other Consortium libraries and borrowed 224 items. Consortium activities received fiscal year 1968 and 1971 special purpose grant support under Title II-A of the Higher Education Act.

Physical Plant

A struggle for funds for needed library space began in the earliest days, with very slow growth in the availability of Federal assistance. The first library in 1867 was a small room in Howard's original frame building. After the present campus site was purchased, the library moved in 1871 to two or three rooms on the third floor of Main building where it remained for many years. The trustees over a period of 45 years requested Congressional appropriations for an adequate library building, specifically requesting $10,000 in the early 1890's for a building which would combine the chapel and a library. Congress refused this request. The Andrew Rankin Memorial Chapel was erected without Congressional aid, and the library was also unsuccessful in getting funds from Congress even for shelving in basement space in the chapel which was set aside for library purposes.

In 1903 there was an unsuccessful attempt to obtain $200,000 from Congress for a large building which would contain the library, the Y.M.C.A., and a gymnasium. The Carnegie Fund was then contacted for assistance in securing a separate library building. This attempt was successful, and the Carnegie Building was erected in 1910. Because of rapidly increasing enrollments, this library building became inadequate, and a request began about 1929 for Congressional assistance for a new building. Congress finally responded generously with over $1,000,000, and the new Founders Library building was opened for service in 1939.

Staffing

The first Howard librarian, as previously mentioned, was appointed on a part-time basis with other teaching and administrative duties. This situation continued until the appointment of a teacher of physical culture, Miss Irene Tyler, as the first full-time librarian. She was succeeded by Miss Flora L. P. Johnson, daughter of a founder and trustee, under whose administration (1897-1912) the Carnegie Library was erected and a firm beginning made in connection with cataloging and acquisition records. The first library school graduate to hold the position (1912-1916) was Mrs. Grace Hewett Watkins, a graduate of Simmons.

This is the background to the appointment and administration (1916-1929) of Edward C. Williams, generally regarded as the best-trained Negro librarian of his day. He brought strong experience as an academic librarian and as an instructor in a library school. He was largely responsible for the annual increases in funding for books and staff. He undertook a library survey and evaluation of book needs during his administration. The book collection increased from 30,000 volumes to 47,000 volumes during his administration. In addition, he trained his own staff through courses in bibliography and reference work. He was a prominent person in University life, engaging in a multitude of activities, including that of instructor in foreign languages. His death in 1929 ended a Howard career which certainly gave professionalism and status to the University's library program.

Another outstanding personal contribution to Howard's librarianship is that of Dr. Joseph H. Reason, associated with Howard's library program for over 30 years as reference librarian (1938-1946), librarian (1946-1957), and director of University libraries from 1957 to the recent appointment of William D. Cunningham. Dr. Reason is the crucial element in Howard's emergence into today's world of professional librarianship, and he provided the necessary foundation for further expansion of the library program. He was very active with national and area library committees and served on many area Federal governmental committees. The present director of University libraries, William D. Cunningham, brings to the position an excellent background in information retrieval, administration, and management.

This short history has stressed the contribution of the chief librarians of the University. It does not do justice to the outstanding abilities of other administrative librarians and subject specialists. The staff shortages and lack of status, however, characterized all too much of the general library staff situation over the years.

Library Services and Uses

Howard University in its early years stressed "classic education," with dependence on specific texts. Changes in the scope of curricula and new concepts of instruction have altered the role of the majority of academic libraries today, by providing the libraries with greater opportunity to supplement classroom instruction and to provide the resource materials for independent study. This situation has applied to Howard to some extent during the past years. However, there is still considerable pressure on its students through heavy course-loads and specific reading assignments.

Without going into all of the ramifications of this type of academic education, and there are many, it does have influence on library services and uses in that pressure is placed on students to obtain assigned library books, often in a very limited time span. It is extremely difficult for the University to meet this demand, and consequently there has been and is heavy use by students of outside libraries, such as the District of Columbia Public

Library and its branches as well as the Library of Congress. Conversely, there is a heavy demand on the library's services by non-Howard students--particularly those from Federal City College.

The history of Howard's library program reveals an early branching off of the various department, school, and special programs from the principal library program, a trend which continues up to the present time. If the overall library program is to be truly effective, a strong unification of the various and now quite-separate programs will be necessary, including a re-structuring or greater centralization of control under the office of the director of University libraries.

Understanding of the Library Program

Although there have been many evidences of struggles for greater support for Howard's library program, there has always been regard for the library, particularly for such special collections as the Moorland Foundation. But, seemingly at the same time, there has been a lack of understanding in the University community of what a good library program can do. The effects of strong library leaders have been pointed out in the previous section on staffing. Certain librarians through their abilities and leadership have provided status to the library program. There has been no general realization, however, that librarianship is an essential component of education, not just a support. The library presents not only an opportunity for intellectual development but also a significant contribution to society.

With Howard's strong, traditional regard for the professions it is interesting to note that this concern has resulted in strong and effective law and medicine library programs. This same concern must now be transferred to the overall Howard library program, including service to the undergraduates, so that the Howard program can take its place among the best in the nation. The foundation for leadership has to be an appreciation and understanding of the necessity of a stronger library program than presently exists.

CHAPTER II

ORGANIZATION AND OPERATION OF THE LIBRARY SYSTEM

The former director of University libraries who retired in April 1971 actually administered only the operations of Founders Library. He served in an indefinite advisory capacity to the individual school and college libraries, whose heads reported directly to their respective deans. In his final report in June 1970 he said: (p.5)

> The time is fast approaching, indeed it has probably arrived, for the University to assess its myriad library problems and design solutions for the next 10 to 20 years... There are now 84 library positions; the staff of the Law Library was increased by several positions during the year, accounting for most of the increase. Of the 84 positions, 43 comprise the staff of the several college and departmental libraries; most of these positions are in the Medical-Dental Library which has 16, and in Law which has 13. Thirty-three of the positions are professional.

This statement implies that the units of the library system have developed unevenly, with the library personnel in school, college, and departmental libraries beginning to outnumber those in Founders Library. This original and central facility is where most of the library resources are purchased and cataloged for all the units, and where the majority of the collections are housed. The undergraduates are chiefly served in Founders, but the range of library activities in the building includes the assembling and servicing of special rare book collections, such as those of the Moorland Foundation, the Channing Pollock Theater Collection, and the Bernard Fall Collection of Asian materials.

The Founders Library

In January 1970 when a Classification Audit of the University Libraries was completed by the Howard University Personnel Office, the heads of eight units in Founders Library were reporting to the director of University libraries, as noted below:

1. Catalog Librarian
2. Acquisitions Librarian
3. Serials Librarian
4. Reference Librarian
5. Circulation Librarian
6. Supervisor, Moorland Foundation
7. Channing Pollock Theater Collection Librarian
8. Social Work Reading Room Librarian

The bibliographer in the office of the director of University libraries became the ninth professional librarian reporting to him. His duties are

concerned with the development of the collections in some sort of coordinated fashion among the various library units in the library system. (In some university libraries such a position carries the title of administrative assistant or assistant to the director for development.)

Four other library units outside of Founders Library on the "Current Structure" chart in the Audit (p. 16) are linked to the director of University libraries only by broken lines, but are attached by solid lines to their deans under the two vice presidents. The director of University libraries reports to the vice president for academic affairs, as do the deans of the colleges of Religion, Law, Engineering, and Architecture. The deans of the colleges of Medicine and Dentistry and of the school of Pharmacy are under the vice president for health affairs. With the recent transfer of Freedmen's Hospital to Howard and the change from the hospital's quarter-century old, three-year nurses' training program to a Nursing School in the University, the Nursing Library became another unit in the library system. The dean of the school reports to the vice president for health affairs.

Two of the units outside of Founders Library, the College of Fine Arts Reading Room and the Chemistry Department Library, are not noted on the organization charts in the Audit, though the Chemistry Library has existed since 1935. A library technician whose salary is on the Chemistry Department budget is in charge, and the position is listed in the "Position Identification Information" in the Audit (p. 13). The position of the library assistant who is in charge of the Fine Arts Reading Room does not appear anywhere in the Audit but is noted in the Annual Report of the director of University libraries for 1967-1968 (p. 10). Her salary is in the College of Fine Arts budget, and she reports to the dean of the College of Fine Arts. The 1970 report of the library technician in charge of the Chemistry Library was addressed to the director of University libraries, but for her interview with the OE Survey Team she was accompanied by the chairman of the Chemistry Department and the chairman of the library committee of the Department, currently a graduate student.

On the "Proposed Organizational Structure" chart in the Audit the eight units in Founders Library are combined into a more manageable three divisions: Special Collections, Technical Services, and Bibliographic and Readers Advisory Services. The chart also shows three school libraries--Medical-Dental, Engineering and Architecture, and Religion--attached to the director of University libraries' box by solid lines with no mention of deans, except for the School of Law where the Law Library is attached by a solid line only to the dean's box. The Social Work Library and the College of Pharmacy Library are noted at the bottom of the chart, unattached to any higher unit, indicating, presumably, that the personnel office staff was in some doubt about their present and, possibly, future status. The whole chart is headed by the vice president for academic affairs under the president of the University.

The Audit recommended that two new professional positions be added, one for a catalog librarian at a grade equivalent to the Civil Service GS-9 for

the Moorland Foundation, and one for the E & A Library, GS-9 to GS-11. Four library technician positions (GS-5 to GS-6) were recommended as additions to the Founders Library staff and one GS-6 for the Pharmacy Library. One library assistant (GS-4) for the School of Religion Library and two library aids (GS-3) were suggested as additions to the Moorland Foundation room staff and the Medical-Dental Library staff respectively.

The combining of the Catalog and Acquisitions Departments to form a Technical Services Division is certainly a viable suggestion. The Reference and Circulation Departments could be combined sensibly with the Serials Division into a Bibliographic and Readers Advisory Services Division, usually designated simply Readers Services Division in many libraries. The Moorland Foundation and the Channing Pollock Theater Collection on the first floor of Founders would fit neatly into a Special Collection Division, which could include the Bernard Fall Collection, which is also located on the first floor. The Social Work Reading Room and its staff will soon become the School of Social Work Library when it is moved to a new building to be completed this summer. It will constitute another unit of the library system reporting to the director of University libraries. Along with the three units on the Audit's "Proposed Organizational Structure" chart, the Pharmacy Library should probably also be shown as directly reporting to the director of University libraries, bringing the total number of units under him back to eight.

Library Units on the Campus

The Law Library

The most modern and attractive library on the Howard campus is the 120,000 volume School of Law Library, which is not an official part of the University libraries system. For accreditation by the American Association of Law Schools, which will evaluate the Howard Law Library in 1971, it is necessary that the librarian report to the dean of the school. The Law librarian is a Howard Law School graduate. In his first report in June 1971 he described the Technical Processes Division of the Law Library:

> Plagued by lack of organization, records, supplies and even personnel, the Division was in dire need of vitalization when we assumed office early in September 1969. Realizing the desperate condition in which the Division found itself, we decided that the problems of the Division will best be tackled by starting with housekeeping. This housekeeping was in the form of revitalizing the card catalog which was a victim of mis-filing and inconsistencies in catalog entries dating back two decades...(p. 105, Ann. Rept. of the School of Law).

He immediately began the construction of a work manual for the technical processes staff and designed a classification scheme which was later refined

and expanded by the staff. During the year he obtained with Law School funds additional staff, budget increases, new equipment and a physical renovation of the library, with a promise of additional space when the campus bookstore vacates its adjacent quarters in the near future.

One of the equipment acquisitions was an electronic book detection system, Checkpoint being its trade name, to permit opening the stacks without incurring book losses by theft or the absent-mindedness of users forgetting to have their books properly charged out for home use. The Law librarian credited the Checkpoint system with the reduction of losses from the 600 of the previous year to 80 in its first year of operation.

Another influence in lowering losses and mutilation was the installation of photographic copying facilities at a charge to the reader of five cents a page, the lowest page cost for photographic copies anywhere on campus, according to the Law librarian. He says that the Law Library serves 406 students, 19 full-time faculty, 20 part-time adjunct professors and the black legal community in general. The library is open 91 hours a week. There is a library committee comprising one faculty member and four students besides the Law librarian. The Law librarian attends the Law faculty meetings.

When the American Association of Law Librarians met in Washington in June 1970, they were invited to the Howard Law Library for a luncheon demonstration of the Checkpoint system. All of the 13 permanent members of the Law Library staff, being members of the Washington Chapter of the AALL, attended some part of the meetings held June 28 through July 2 at the Shoreham Hotel.

The Medical-Dental Library

The 75,000 volume Medical-Dental Library in the Dentistry building is the largest unit outside of Founders Library. The staff of 16, on the budget of the vice president for health affairs, is augmented by two positions supported by a Federal grant from the Medical Library Assistance Act. This is the last year of the three-year grant, which is not renewable.

A Public Health Service grant for medical library resources amounted to $59,000 the first year, reduced by $10,000 each of the next two years. It has permitted the purchase of small collections of about 100 books to be placed in several departments of instruction in locked cases, a convenience probably much appreciated by the faculty, but an expensive provision of special resources for a few people.

Some of the Medical-Dental Library holdings will be moved from basement storage in the Dentistry building to storage areas in Founders this fall because the space in Dentistry is needed for a dental clinic. This move is probably the first of many to come in the next few years, with Founders becoming the storage center for the campus library units where no space for expansion is available.

The Medical-Dental Library has an arrangement with the George Washington and Georgetown University Medical Libraries whereby the three provide free photographic copies of journal articles to one another. Besides being used by 400 graduate students in medicine and 400 in dentistry, the library serves Freedmen's Hospital interns and residents and students in pharmacy and nursing. It is open from 8:30 a.m. to 2:00 a.m. Monday through Thursday, until 5:30 p.m. on Friday, and until 5:00 p.m. on Saturday. On Sunday it is open for reading and study from 2:00 p.m to 6:00 p.m.

The Medical-Dental Library has its own acquisitions and cataloging staff and follows National Library of Medicine practices in regard to subject headings and classification numbers. A duplicate main entry card is sent to the Founders Library Union Catalog for campus holdings, but there is some lag in removing Founders catalog cards for discarded books. Changes in NLM Classification numbers are not always kept up-to-date in the union catalog.

The Medical-Dental Library staff seems to have a fairly generous budget for attendance at professional meetings. Besides going to the various local medical and dental library group meetings, staff members traveled to New Orleans, Louisville, Detroit, and New York for Medical Library Association, Special Libraries Association, and American Library Association meetings in 1969 and 1970.

The Nursing Library

For 25 years Freedmen's Hospital has had a three-year nurses' training program. In 1967 the hospital became a part of Howard University, and a School of Nursing was established with a four-year baccalaureate program. The hospital's Nursing Library of more than 10,000 volumes is administered by a former cataloger trained in Founders Library. It serves the 100 students left in the hospital's nurses training program, the last of whom will be graduated in 1973, and over 100 students in the new school which has a faculty of five. There has been a significant increase in the variety and number of persons using the facilities since the transfer, and the single librarian, even with the assistance of federally-funded Work-Study students supplied by the University, is finding it difficult to keep the library open until 10:00 p.m. through the week. She is this year for the first time having the opportunity to attend a professional association meeting, and she is enjoying the association with the other staff members of the University library system. Library materials are ordered on a budget allotted by the hospital and approved by the vice president for health affairs. While this library was not included in the Classification Audit it is another unit which will undoubtedly have a relationship to the director of University libraries similar to that of the Pharmacy Library described below.

The Pharmacy Library

The Pharmacy librarian's salary is on the budget of Founders Library, but the library's resources are paid for by the School of Pharmacy. They are

cataloged in Founders Library which is also responsible for the binding of periodical volumes. A Public Health Service grant has permitted extra expenditures of $4,591, $1,910, and $5,000 during the last three years. The library serves about 200 undergraduates and is open from 9 a.m. to 8 p.m. weekdays, the evening hours covered by a student assistant. The librarian does not attend faculty meetings because they are usually scheduled on Saturday mornings.

If the vice president for health affairs is successful in implementing his plan for a Health-Science Center, this library, along with the Medical-Dental and Nursing Libraries, would probably be merged into one facility. Meanwhile many of the books used by Pharmacy students will remain in Founders Library because of space limitations in the Pharmacy building.

The Engineering and Architecture Library

> It was the year 1926. For engineering students there was simply a small file of books in the outer office of the dean, on the floor of the Manual Arts building, and for architectural students a small pile of books located in one corner of a room on the second floor of the same building. Both rooms had a seating capacity of two students and operated under the interfering noise of student traffic of two busy offices.
>
> It is the year 1969. The E & A Library, occupying 3,000 square feet on the second floor of the E & A building, possesses 26,000 volumes of books, pamphlets, and 400 journals (one-fourth of these are also available on microfilm). Total seating is 100 and the library is air conditioned.

The above quotations are from the opening paragraphs of the E & A Library guide. It is now the year 1971. The "A" part of the School of Engineering and Architecture has recently become a separate school and has been located in a building a short walk away from the one that houses the still combined E & A Library. On July 1 the School of Architecture will have a new dean. Some of the 780 students, 69 graduate students and 62 faculty members in Engineering are beginning to complain that the library should be split into an Engineering and an Architecture Library, the latter to be located, more conveniently, with the offices and classrooms of the newly separated school comprising some 300 students. The dean of the College of Engineering has suggested that University authorities consider establishing a Science-Technology Library to combine the E & A Library with the Chemistry Library and the Physics Reading Room since the students of those departments frequently use the E & A Library. It is open from 9 a.m. to 11 p.m. Monday through Friday and 9 a.m. to 5:30 p.m. Saturday.

There is a library committee which consists of one faculty member and one student from each engineering department, with the librarian as an ex officio

member. It convenes periodically to discuss the library's services and resources for teaching and research activities in Engineering. A committee from Architecture is a future possibility.

The librarian has been trained as an engineer and a librarian and has designed a machine-operated circulation system unique on the campus. He is appointed by the dean of the school as are the other members of the staff, at the suggestion of the librarian. He holds faculty rank, apparently because of his engineering background. His staff consists of four non-professionally trained, full-time personnel and four students part-time on wages.

The library of 26,902 volumes has doubled in the last seven years. Ordering and cataloging are done by the Founders Library. The librarian has a plan for utilizing some existing adjacent space, which has not yet been approved, probably because of the possibility of splitting off architecture materials. The Engineering faculty and students interviewed consider the librarian well qualified and efficient, but join him in wanting more space for both books and readers (the reading room seats only 80).

The Religion Library

The School of Religion librarian, who has been at Howard for 23 years, does a great amount of professional work that must take many hours besides those on her 40 hours a week schedule. She has compiled a Biographical Directory of Negro Ministers, which is now in its second edition, published by Scarecrow Press in 1970. The same Press is publishing this year a 10,000 item bibliography compiled by the librarian and her non-professional assistant which is titled Afro-American Religious Studies: A Comprehensive Bibliography. It contains symbols showing the location of each entry in at least one American library. Because of these publications Howard's Religion Library and its librarian have achieved a reputation as a resource for religious leaders all over the nation.

The mimeographed "Handbook of Instructions in the Use of the School of Religion Library," compiled in 1968, is a model of its kind and contains information on the use of Founders Library as well as of the Library of Congress, the D.C. Public Library, Catholic University Library, and Wesley Theological Seminary Library. The library belongs to a consortium of 11 theology schools in the area. Its holdings are included in both the Union List of Periodicals of the Washington Theological Consortium and a Union List of Serials in the Libraries of the Consortium of the Universities of the Metropolitan Area (American, George Washington, Georgetown, Catholic and Howard).

Most of the collection of religious books purchased from the Auburn Seminary, Auburn, New York, when that institution was merged with Union Theological Seminary, remains classified by a scheme designed at Auburn. The Howard Religion Library, therefore, has books classified by three systems, the other two being Dewey and Library of Congress, to which a gradual conversion

from Dewey is underway in Founders Library, which orders and catalogs religion materials. The many periodicals in the Auburn Collection are being indexed for inclusion of their articles in the Afro-American Religious Studies bibliography.

During 1969-70 the assistant librarian worked only three-fourths time the first semester and one-half time the second semester because his services as a teacher of history in the College of Liberal Arts were urgently needed. A graduate student in the Department of Education was employed both semesters for 20 hours a week to compensate for the assistant librarian's reduced hours. In addition two School of Religion students paid by the Federal Work-Study program worked 15 hours a week. Two other School of Religion students worked 12 hours a week. The librarian finds it difficult to staff the library adequately with so many student assistants because they often find it necessary to be absent during examination and holiday periods. Frequently, after hours of training, they secure better positions relating to their field of interest, so that the librarian has to begin training new student assistants.

The library serves 70 degree students and seven faculty. The librarian may attend faculty meetings.

The library is open 12 hours a day (8:30 to 8:30) Monday through Thursday, 8:30 to 6:00 Friday and 9:00 to 1:00 on Saturday. A library committee is appointed by the dean, varying in numbers from year to year. At present it is composed of two faculty members and one student.

The library consists of 64,800 books and has grown at an average rate of 1,700 volumes annually since 1963. Older issues of 500 periodicals are stored in the basement. Since the School of Religion building is centrally located on campus, students from other disciplines use the library space for study. In addition, foreign student groups have adopted the library as a meeting area. Present seating space is at a premium.

One faculty member of the library committee complained that the campus bookstore buys only half the books ordered by faculty for their classes, so the library copies on reserve are insufficient. Review copies for the Journal of Negro History are given to the library by faculty reviewers. Approximately 25 to 30 volumes a week are cross-loaned weekly among the members of the two consortiums with which the Religion Library cooperates.

The Chemistry Library (and the Physics Reading Room)

Until two years ago the Chemistry Library served both chemistry and physics students and faculty. At that time the Physics Department moved to an adjacent building, and the secretary of the Department is now additionally concerned with the supervision of a small collection of books removed from the Chemistry Library and placed in what is called the Physics Reading Room. This is simply a department collection, not a unit of the library system.

The library technician who is in charge of the Chemistry Library, and whose position rated only a one-paragraph description in the Classification Audit, has just one student assistant to help her cover a 9:00 to 5:30 schedule five days a week. The 20 faculty members and about 50 graduate students in the department may obtain keys to the library so that they can use it nights and weekends. Admittedly and predictably there are "some losses."

The library of slightly over 10,000 volumes is used by 1000 undergraduates, including those from the Home Economics, Botany and Zoology Departments, as well as the Schools of Dental Hygiene and Engineering.

The problem of a lag of six to eight months from the date of ordering a book through Founders Library until it is processed and received in the Chemistry Library has been lessened this year. The Acquisitions Department now notifies the Chemistry Library when the book is received at Founders. If a volume is in demand, the Chemistry Library requests that it be given special rush treatment by the Cataloging Department. The library technician's salary is on the Chemistry budget, but she reports to the director of University libraries. There is a library committee which meets irregularly, composed of three faculty members, two graduate students and two undergraduates. The chairman this year is a graduate student.

Because the attic space used for storage is about filled, there is some consideration of the use of microfilm copies of older periodicals to save space. The library's holdings are mainly journals, with the books for the discipline chiefly in Founders. Space for microfilm readers would be a problem if microfilm journal copies become necessary. The library technician would like to have xerox facilities to help prevent losses and mutilations by making copies of articles available inexpensively.

The Fine Arts Reading Room

The library assistant in charge of the Fine Arts Reading Room is also chairman of the Fine Arts Library Committee. Since she is presently on leave to teach art in Federal City College, a music student is temporarily in charge of the library. The library assistant recommended in February 1971 that a full-time librarian (presumably a professional) and a part-time library technician be added to the staff, remarking that, "If these above positions are made available and filled, then we can seriously consider becoming a departmental library."

Actually, there is no space for expansion of this Reading Room and the major fine arts resources will have to remain in Founders.

The Fine Arts Reading Room books are selected by the library assistant, but ordered and cataloged in Founders. Reserve books are sent from Founders for the period when they are assigned for courses. Thirty turntables provide listening facilities for the 425 students in the College of Fine Arts and the 58 graduate students of its Music Department.

The Reading Room is open from 8 a.m. to 9 p.m. Monday through Thursday, 8 a.m. to 7 p.m. Friday, 10 a.m. to 1 p.m. Saturday, and 1:30 p.m. to 6 p.m. Sunday.

Recommendations for Future Developments in the Library System

Now that the director of University libraries has been charged with the assumption of administrative review and control of operations of the special school, college, and departmental library units of the system in addition to the administration of Founders Library, the number of units reporting to him in Founders Library should be reduced. The plan suggested by the Personnel Office in the Classification Audit is one possibility.(p. 11 supra). Another is to combine the units under two assistant directors, one for technical processes and the other for readers' services, who would also be responsible for those functions in library units outside of Founders. The Classification Audit mentions an existing link among these outside units in the description of the position of administrative secretary in the office of the director of University libraries. She is noted as serving "in a liaison capacity between the director and heads of departments of Founders Library and heads of school and departmental libraries." Another position described is that of the position of bibliographer in the office of the director, who "works in close cooperation with the department heads in Founders Library, the special school and departmental librarians, and members of the University faculties in developing an effective coordinated policy and program for the acquisition of library materials to adequately meet the teaching and research needs of the University." The incumbents in these two positions are in effect performing somewhat as assistant directors for the two functions do in many university libraries.

As indicated in the descriptions of the collections and services in the library units outside of Founders, there is a wide divergence and inequality in facilities available for students in the different disciplines and professional schools. Some of them are no doubt justifiable, but they should be thoroughly reviewed and considered instead of allowed to flourish or languish by virture of the strong or weak personalities of deans and departments heads.

Having the director of University libraries reporting to one vice president while the director at the same time is responsible for library units in schools reporting to another vice president will no doubt cause difficulties which must be resolved by consideration of the greatest good for the greatest number of students, rather than by consideration of faculty ambition and prestige.

Some uniformity should be considered for provision of time, and at least partial expenses, for all professional personnel in the various library units, both in Founders and outside, to attend professional meetings. There is evidence of some in-breeding among the library personnel. They are often graduates of Howard whose loyalty to their alma mater makes them perhaps a bit insular and unaware of other libraries' practices.

Brief mention has been made of the Library Council of the Consortium of Universities of Washington, D.C. The minutes of the monthly meetings of this Council since its inception in 1964 show that interesting and profitable developments have been occurring among the five member libraries. Two of them, Georgetown and Howard, have achieved membership in the Association of Research Libraries, a consortium of the major university and research libraries in the U.S. and Canada. ARL has been influencing library development since its formation in 1932 by the librarians of 43 research libraries and has by now doubled its membership. The invitation to Howard to join this prestigious group during the last year marks recognition of its importance in the library world. Association with the other ARL librarians in their activities and concerns will undoubtedly be of great benefit to Howard's director of University libraries as he develops his program.

The director's professional staff will also benefit from such associations with their counterparts in the Library Council of the Consortium of Universities of Washington, D.C., as that reported in the minutes of the Council's April 18, 1971, meeting:

> The Council next considered the status of the acquisitions librarians' committee which had met on an ad hoc basis. It was agreed that the committee should meet for a designated period of time on a regular basis and that it would explore topics originating with the committee as well as items from the Council. Mr. Woodward moved that the committee be named the Advisory Committee on Acquisitions and that it be empowered to undertake projects originating with the Council or projects originating with the committee, and that it make recommendations to the Council for those programs involving considerable time or cost expenditure, or other library departments. The motion was passed.

A final recommendation is concerned with Howard's dependence on other libraries in the city to supplement its resources. The Howard University Report to the Middle States Association of College and Secondary Schools, February 15, 1969, states that:

> In the Spring 1968, the College of Liberal Arts made a survey of its teachers with respect to library usage. One question asked which library (Founders, Library of Congress, Public Library, or other) was presupposed in teacher assignments. Instructors from 20 departments responded. Only six departments reported that 50 percent or more of assigned library work assumed the use of Founders Library. The percentage of assignments presupposing

use of the Public Library ran as high as 45 percent by one department; for the Library of Congress it was as high as 43 percent by one department; for "other" library sources, the figure was as high as 91 percent for one department and over 50 percent in seven departments. It appears, therefore, that Founders Library is not regarded in some areas as the major resource for reading associated with class assignments.

Library acquisitions are made at the initiative of departments, faculty members, or the library staff. In some departments a faculty member may be designated as the liaison person with the library. In other departments there may be no systematic arrangement for ordering new titles or reporting acquisitions. The director of the library feels that cooperation or communication between library personnel and the various departments should be strengthened as they engage in curriculum planning and revision.

The last sentence suggests that the director of University libraries or his designated representatives, should sit on such University committees as the Educational Policies Council or some similarly designated body. Unless the personnel of the library system are aware in advance of new programs and curricula, the system cannot meet the course and research needs of the students and the faculty of the University.

CHAPTER III

HOWARD UNIVERSITY LIBRARY FACILITIES

A survey was made of Howard University library facilities. In these paragraphs "facilities" refer to library buildings and library space throughout the campus. The University has one central library building, called the Founders Library, and, in addition, has several libraries in other buildings serving various professional schools and some departments.

The main University library originally was a small library now being used by the School of Religion. The Founders Library was built in 1938 and opened in 1939 when the enrollment at the University was only about 2,400. The enrollment is now over 9,000 students and increasing rapidly. Thus the Founders Library is now not adequate as a complete central library for the campus. Consequently, various libraries have been housed in the professional schools and in some departments. These library facilities will be discussed in more detail in the following paragraphs.

The Founders Library

The Founders Library, built in 1938, is a well-built brick building and appears to be a landmark on the campus. The building has a subbasement, basement, and three additional floors. The subbasement has space for the utilities. There is a compressor for some initial air conditioning, but funds have not become available for ducts for the complete library. A few ducts are, however, being installed as funds become available. To air-condition the complete library, additional compressor capacity may also be needed. The fact is that the library is not air conditioned except for a few window units in some offices. Funds for air conditioning the complete library should be given highest priority.

The subbasement has three rooms which could be refurbished and used for storage of less frequently used books. These rooms are presently not being used for anything really useful and additional space is very much needed.

The basement floor of the Founders Library is only partially used for library purposes. There are nine rooms in the east end of the floor used for classrooms or seminar rooms by various University departments. Another room is the staff men's lounge. The basement floor also contains space for archives and receiving rooms. One room is used by the cataloging department. Some stacks also start in the basement and because of the high ceilings in this building there are two stack levels per floor, starting in the basement. Since the building has a basement and three floors, the library actually has eight stack levels. This, of course, increases the efficiency of the high ceiling construction of the library.

The first floor of the Founders Library has the main entrance lobby to the library. It also has a lecture room, seating approximately 95 students, which is used by various liberal arts classes and also special lectures. This floor

also has some reading rooms and has a number of well-known collections, such as the Moorland Collection on Negro and African Culture, the Bernard Fall Collection on Asia, and the Channing Pollock Theater Collection. The books and periodicals for the School of Social Work and reading room are also on this floor, but will be removed when the School of Social Work building is completed. There is a large room referred to as a coatroom which is now used primarily for storage but which could be refurbished to be used for a microfilm room, according to the library officials. Part of the floor has two stack levels.

The second floor of the Founders Library has the circulation desks, the catalog department, periodicals, a reference room, a rare-books room, the order department, and offices. Part of the floor also has two stack levels.

The third floor of the Founders Library has approximately 121,000 gross square feet of space, or approximately 90,000 net square feet of assignable space, according to the figures given by the University officials. This space includes some shell space, also referred to as attic space, which could be remodeled into useful areas totaling approximately 6,500 net square feet of space. On the west end of the third floor, this unused shell space could be converted into two stack levels and similarly on the east end of the same floor there is space for one stack level. In view of the shortage of space in the library, serious consideration should be given to remodeling this space into useful areas.

Each stack level has some study carrels, but it appeared that the lighting in these carrels was inadequate for reading, and it was observed that in some cases additional study lamps were used. Many parts of the library need a new coat of paint, and on some walls the paint has peeled off. Certain areas in the library in which various library assistants were working seemed very crowded, and the lighting appeared inadequate. Some stack areas, however, were quite nice and these had been remodeled during the past few years.

It seems that the Founders Library on the Howard University campus, being a campus landmark, should not be demolished and replaced by a new library but instead should be remodeled and modernized. The remodeling should include complete air conditioning, complete utilization of available shell or attic space, a new paint job, better reading room and office furniture in some areas, and improved lighting in some places. Sufficient classroom space should be made available on the rest of the campus so that the many rooms now used for classrooms in the library can be converted to library use.

The cost of remodeling and refurbishing the Founders Library would be quite low as compared to building a completely new library to replace Founders, in view of the present high cost of construction.

The Engineering and Architecture Library

The Engineering and Arcitecture Library is on the second floor of the Engineering building which was completed in 1952. The library has a large

reading room seating approximately 80 people and a fairly large stack area. The periodical room, which appeared quite crowded, is used primarily by graduate students. There are four offices for the library staff and across the hall a small reading room and a small microform room. A storage area is available in the basement for less frequently used material. The total space for this library is approximately 5,000 net square feet and contains about 26,000 books and periodicals.

It was pointed out that the present Engineering and Architecture Library was designed for approximately 300 students and the enrollment now is about 900 engineering students, including 65 graduate students and, in addition, 300 architecture students. It was emphasized that more space is needed. It was pointed out that students from other departments, and especially chemistry and physics students, use the library frequently. This library has air conditioning but could be refurbished by better furniture and probably a paint job.

The Chemistry Library

The Chemistry Library is in a building, approximately 40 years old, which is occupied entirely by the Chemistry Department. It has a small reading room for about 75 students. This reading room has two window air-conditioners, but the rest of the library is not air conditioned. There is also a small stack room and adjacent to that a graduate study which can be used by four to six people. The total space is approximately 1,730 net square feet. There is some space in the attic which could be partitioned off for a small room to be used for less frequently used material, but it is not very good space.

The Chemistry Library is used to a large extent by the approximately 45 graduate students and also by the numerous undergraduate students, including students from any other departments taking a course or two in chemistry. The library has approximately 10,000 books and bound periodicals. This library could be refurbished and especially needs better lighting and furniture.

The School of Religion Library

The School of Religion Library is located in a building built in 1909. The school occupies most of this building, and it was pointed out that many students not majoring in religion but taking courses in philosophy use the library. The library consists of a reading room and office, four small stack levels, and a circulation hall with a total space of approximately 2,200 net squate feet. There is some storage space available in the basement. The whole library appeared very crowded and especially the small office space. This library is not air conditioned.

It was pointed out that more space is needed, especially for study carrels and for audiovisual equipment. The library now has approximately 64,000 volumes including periodicals, and additional stack space is also needed.

This was the original library on the Howard University campus during the early years of the University.

The Fine Arts Reading Room

The Fine Arts Reading Room in the Fine Arts building is primarily a study room which can seat about 40 people. This study room has books along the wall and, in addition, there are two very small rooms for records and books. It is a neat-looking library or reading room, and apparently it serves a very useful purpose for fine arts students. It was pointed out that more space could be used. The library is not air conditioned.

The Social Work Library

The Library for the School of Social Work is located in the new Social Work building. It is L-shaped with a reading room, stack space, work space, and office. At the time of the survey the library was not fully operational because some stacks and furniture had to be installed. The social work books and periodicals will shortly be removed from the Founders Library and thus relieve the pressure for space in that library to some degree.

Departmental Reading Rooms

The Department of Physics has a reading room with some periodicals, but books in the field of physics are located in the Founders Library. Some other departments also have small reading or study rooms. These serve a very useful purpose.

The College of Law Library

The College of Law Library is in a relatively new building, built in 1956. For accreditation purposes, the College of Law is required to maintain its own library and preferably in the Law School building. The total space now occupied by the library is on three levels and approximately 12,500 net square feet. This includes offices and all space presently used for library purposes. This is by far the nicest library on the Howard University campus.

The College of Law Library is not air conditioned except for a few window units in some offices. It was explained that the library is crowded and more space is needed according to Law School standards. Adjacent to the library is a bookstore occupying 4,500 net square feet of space. It is hoped that the library can expand into this area sometime in the near future which would give the Law School the additional needed space. It was observed that some material for the library was stored in boxes because of lack of space. Air conditioning of the complete library is needed.

Medical-Dental Library

The Medical Dental Library is located in the College of Dentistry building which is about 17 years old. This library is air conditioned. The library is located on the first floor of the building and has a reading room seating approximately 150 people and has 4,140 net square feet of space. The space

for bookstacks has a total of 2,305 net square feet. There are also four offices and a small study for seven people. The total library space on the floor is 8,670 net square feet and has about 65,000 volumes including bound periodicals.

This library also uses two rooms with a total of 1,330 net square feet and with approximately 10,000 volumes located in the basement of the building. While the main library is in the south end of the building, the basement rooms are in the north end of the building and access to the basement space requires a long walk and through some storerooms.

The total enrollment in dentistry and medicine is approximately 800 students. The library also serves various graduate students in the bio-sciences from various departments and about 145 interns and residents from the clinical departments. The library is used by students in pharmacy and nursing, as well as medical laboratory technicians being trained in the Medical School.

The total annual research budget in the Medical School is about $2½ million and in the Dental School approximately $1 million. For these activities there is frequent need for use of the library. The Medical School has Ph.D. programs in biochemistry, physiology, and pharmacology.

The present library space is crowded, and a large Health Center Library is needed. Some planning funds have been made available for such a library and there is much thinking about the need for a new library by the University officials. It seems that a new Health Center Library is needed to serve the Medical and Dental Schools, the Schools of Nursing and Pharmacy, and the clinical departments of the hospital.

A new 500 bed hospital is planned and will be under construction shortly and located just south of the Medical-Dental buildings. A Health Center Library could probably best be located just north of the new hospital and south of the Medical-Dental buildings. This would then be in the center of the health-related activities except for pharmacy and nursing which are now located about two blocks away.

The two basement rooms now being used by the Medical-Dental Library must be vacated shortly to make room for dental clinical space. A new library building would make it possible to vacate much badly needed space in the dental building.

Hence, the construction of a Health Center Library should be given high priority in the overall campus planning.

Pharmacy Library

The College of Pharmacy building is approximately 20 years old and the library is located on the second floor. There is a reading room seating

approximately 38 people with reference books and periodicals along the walls. There is a small stackroom adjacent to the reading room and the library has approximately 6,000 volumes. The total space is about 1,200 net square feet and is air conditioned. The area is quite nice.

The enrollment in the Pharmacy School is about 200 and the present reading room is needed in the pharmacy building. Most of the volumes relating to pharmacy are located in the Founders Library since there is not enough space in the pharmacy building.

If a Health Center Library is constructed, consideration should be given to including most of the pharmacy books in that library, but some reference books and periodicals should be retained in the present reading room in the pharmacy building.

Nursing Library

The School of Nursing has had a diploma course for a number of years which is being discontinued, and two years ago a baccalaureate program leading to a B.S. degree was initiated.

The Nursing Library is located in the School of Nursing building which is adjacent to the present Freedmen's Hospital. The library has a total of 2,388 net square feet of space which is air conditioned by window units, carpeted, and quite nice. The enrollment in the baccalaureate nursing program is approximately 110 students. The library consists of a reading room, two stackrooms, a study-conference room, and two office-workrooms. The library has approximately 10,500 volumes.

If a Health Center Library building is constructed, serious consideration should be given to include the Nursing Library. The School of Nursing could still use a reading room with some frequently used reference books.

Summary of the Library Facilities and Needs

The Founders Library urgently needs air conditioning and this is also the situation with several of the departmental libraries and reading rooms. During the hot, humid months, it makes it very difficult for students to study and concentrate in space which is not air conditioned. Air conditioning could encourage greater use of the libraries and probably boost the scholastic achievements of the students.

The Founders Library, in addition to air conditioning, should be remodeled and refurbished. Unused shell space should be completed for better utilization. Classrooms in the library used by other campus departments should be converted to library use. There are some rooms in the building which could be refurbished for better utilization such as the large coatroom.

The major use of the Founders Library appears to be for collections and books in the fields of humanities and social sciences. There seems to be a

need for an addition to the Founders Library to be used as an undergraduate library and also for a science library.

A Health Center Library is also needed to be used by the Medical School and Dental School as well as the hospital clinical departments. Such a library should also include the major library needs for pharmacy and nursing. The location of a Health Center Library should be conveniently close to the schools and departments it will serve.

The Law Library needs air conditioning but is otherwise an excellent library. The bookstore adjacent to the Law Library should be located elsewhere on the campus to allow for additional needed space for the library.

It seems that Howard University should have three major libraries. The Founders Library which needs remodeling and refurbishing also needs an addition to make it the main University library for students in liberal arts and sciences. There is need for a Health Center Library. The Law Library needs to be expanded. The space needed by some departmental libraries could probably be decreased with adequate size of the three major libraries releasing needed space for the departments. All libraries should be under the supervision of one campus-wide director of libraries for closer coordination of library administration.

Increased enrollment projections indicate the need to expand the library facilities. In 1938, when the Founders Library was completed, the total enrollment at Howard University was close to 2,400 students and some of them part-time. The present enrollment at Howard University is about 9,200 students with some of them part-time. It has been estimated by the University that during the coming 10 years the enrollment will increase at least 50 percent to about 14,000 students. Hence, the expansion and improvement of the library facilities should be considered as soon as possible to take care of anticipated future needs.

Recommendations Regarding Library Facilities

1. The Founders Library should immediately be air conditioned and also remodeled to gain additional space to some degree refurbished to make the space more satisfactory. An addition to this library should be built for undergraduate use and a science and engineering library.
2. Consideration should be given to build a Health Center Library to serve the various health-related schools and departments.
3. Howard University should consider the services of a consultant in connection with the proposed new structures and modifications to incorporate the best thinking current about library facilities.
4. The campus bookstore should be relocated to allow for additional space for the Law School Library and air conditioning should be installed.
5. Air conditioning of all libraries as well as departmental libraries and reading rooms is highly recommended.

CHAPTER IV

USER/NON-USER SURVEY OF THE HOWARD UNIVERSITY LIBRARIES

Students and Faculty

As in the case of something edible, one will agree, "The proof of the pudding is in the eating." So also, in the case of a service delivery mechanism such as a library, the proof of a delivery system is in the utilization of the services. If one accepts this line of reasoning, then the next step would be to measure the success of the delivery service by contacting the users of the service to gauge their satisfaction with the system.

The above premise was the basis for the user/non-user survey of the Howard University libraries in May 1971. Ninety-three students and 24 faculty members, chosen at random were surveyed, but with attention given to trying to obtain representation from all schools and levels of students and faculty.[2]

The Student Sample

The student sample ranged over 13 major fields of study. Liberal Arts, really a composite of many areas of study, ensured a wider sample than is actually shown. The student sample also included representation from all enrollment levels of the student population, in a rough approximation of the percentages of the actual University student body. This sample was surveyed to see how many of the students worked full-time or part-time. A little more than one-half of the students surveyed worked on a part-time basis, ranging from 10 hours to 30 hours per week. Only two worked full-time. The remainder were full-time, nonworking students.

Relationship of Full-time or Part-time to Use of Libraries

When student employment and use of the Howard University libraries were compared, it was found that 46 of the 48 part-time employed students used the libraries. Use was divided almost equally between frequent and occasional use. The two full-time students also used the libraries frequently.

Measure of Student Use

The tally of student use of the different libraries does not fall into easily designated categories, especially when one is trying to determine frequency of use or hours of use per week, and weekend use, as well as differences between day and evening use. Many students, if they used one library either used it several different times per week, or used other libraries on the campus. These alternatives were often combined into multilibrary use and use of the libraries at different periods of the week.

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[2] See Appendix 1 for the summary of student survey and Appendix 2 for summary of faculty survey.

It was discovered that two analyses could be made of the student use of the libraries, by library. Founders Library was used by a total of 52 students out of the total sample. Of these, 31 used the library infrequently or occasionally, the remaining 21 used it frequently. Of the above frequent and occasional users of Founders Library, 14 of these who made frequent use of that library were working students, while only seven of the nonworking students were frequent users. Of these who used Founders less frequently, or occasionally, 21 of the working students and 16 of the nonworking students fell within this category.

For Founders Library, it was discovered that the bulk of the use was weekdays during the day with 46 respondents stating that as their main period of use. The next popular category was weekday evening, when 23 students stated that as a popular period of use. Weekend use of Founders Library had relatively few takers. When the survey forms were tabulated, only nine persons said they used that library on weekends during the day, either on Saturday or Sunday, while 19 said that they used Founders during the evening or weekends.

In the case of the departmental libraries, use of these libraries seemed, in general, to be limited to students from those departments. One exception was the Religion Library, which is used extensively by other students. This is shown by the relatively few users of the departmental libraries in the sample, as well as the close correlation between these numbers and the numbers of students representative of that department or school in the student sample.

If one looks at the total use of the departmental libraries, one finds a striking correlation between use of the department libraries and the working status of the students. The comparison of use of all the departmental libraries holds all the way down through all the departmental libraries, with the majority of the use being tightly correlated with the full or part-time working status of the students. The total picture would show that among the total of users of the departmental libraries, of which there were 42, equally divided between frequent users and occasional users, working students accounted for three-fourths of the frequent users and a similar proportion of the occasional users; while the nonworking students accounted for only the small balance of both.

These comparisons are tremendously important when one is considering the recommendations on hours, materials, etc., which the students offer. This analysis shows who the clientele are and what their needs and contraints are.

Reasons for Nonuse or Only Occasional Use

The students surveyed had definite reasons for nonuse or occasional use of the libraries: 1) A primary complaint concerned the insufficient numbers of copies of books on reserve. This was indicated by 41 students as one of their chief concerns. 2) A secondary complaint was that the collections were being used by other students or faculty.

The third reason, that the materials needed were not in the Howard University library catalogs, can be expanded as follows. The problem stated

is threefold: 1) the collection is outdated and needs expansion; 2) there is a grave administrative problem in the organization of the catalog and the stacks; 3) there seems to be a gap in service available to the first and second-year students at the University.

Type of program in which the student is enrolled, the unattractiveness of the library rooms, and insufficiency of seating space were the next highest rated reasons for nonuse. Other reasons for nonuse given, in descending order of priority, were insufficiency of hours libraries are open; insufficiency of services; insufficiency of equipment; noise, and the need for room for small groups; missing books; and time limitations.

Major Complaints

Students' complaints fell into six major blocs. These blocs were composed each of several, often unrelated, items, all rated equally, but the blocs are then arranged in descending order of priority: 1) the primary complaints were (a) that Founders' stacks are not in order; (b) the collection is out of date; and (c) books are not available when needed. 2) Next highest complaints were (a) concerning inadequate security and (b) the hours the libraries are open.

3) The third category of complaints include the following: (a) the number of copies of each title is inadequate; (b) there is not enough professional assistance. The question of the inadequacy of copies of materials has already been dealt with, since this item was the second largest reason for the infrequent or nonuse of the libraries. The second complaint in this category, that of insufficient professional assistance, had emerged as eighth in priority of the reasons for nonuse of library services. The comments show, however, that it is one of the major complaints.

Other complaints fell into the remaining three categories of importance: 4) (a) need for more rare materials for research; (b) books not replaced when stolen or lost; (c) inaccessibility of Moorland Collection to students; and (d) the reserve system. 5) The fifth category included: (a) inaccessibility of the Founders Library collections; (b) the two-week loan period for materials is too short a period; (c) too much noise and distraction in the library; and (d) the need for air conditioning. 6) The final category of complaints dealt with (a) the darkness of the stack areas and (b) the lack of regular reading materials for the students.

Types of Materials Preferred by Howard University Students

The students at Howard, at least the ones reached in this survey, are quite oriented to traditional library services, rather than to the technological services of a library. The most frequently used materials were books. Second highest priority of materials used in the library was the student's own books, periodicals, notes, etc., brought to the library for use there. Third highest of materials used was periodicals.

The survey of use of microfilm, microform other than microfilm, and audiovisual and other nonprint materials, except microform, indicated occasional or infrequent use of this type of library materials.

Finally, the survey showed few frequent or infrequent users of interlibrary loans. The reasons for this might be shown in the analysis of where the students go to supplement or substitute for their use of the Howard University libraries.

Where Do They Go?

Of the total student sample surveyed, over 50 percent use the District of Columbia Public Library instead of, or as a supplement to, the Howard libraries.

Roughly one-third of these responded that they made frequent use of the D.C. Public Library System branches. The remainder stated that they make occasional use of these resources. The next highest resource used was the Library of Congress. This was frequently used by a few students and occasionally used by one-third of the sample. Other library resources cited were Federal City College, University of Maryland, Georgetown, National Library of Medicine, and the Prince George's County Library system. Most frequently cited among these were Georgetown and the University of Maryland.

Satisfaction with Services

Somewhat in contradiction with the picture described above, the students, when asked to indicate their degree of satisfaction with the libraries and library services at Howard indicated that 1) roughly one-half were fairly well satisfied; 2) one-fourth somewhat dissatisfied; 3) one-sixth were well satisfied with the services; and 4) the remainder very dissatisfied.

Some students expressed satisfaction with the services provided and demonstrated their understanding of the problems being faced by the library staff.

Suggestions for Improving and/or Expanding Library Services at Howard

The surprising results of the poll to measure satisfaction or dissatisfaction with services might be explained somewhat by the students' understanding of the constraints under which the libraries have been operating. This might also explain the priority ranking of their suggestions for improvement or expansion of services. The top five in descending order of priority were 1) more books; 2) more copies of books on reserve; 3) more attractive rooms; 4) longer hours of opening; and 5) more helpful assistance with library services. The remainder, again ranked in decreasing order of priority, were: 6) more seats; 7) more equipment; 8) more library employees 9) more audiovisual and other nonprint materials; 10) more microform; and, finally, 11) better security measures.

Summary

The sum total is a description of what is and suggestions of what can be. The students want better library services on campus and that they would make greater use of them is shown in the response to the question "Would the student use the Howard University library collections more frequently if the above suggestions and complaints were met to a considerable degree?" Almost one-half responded "yes", one-seventh of the remainder responded "no", and the rest did not know. Some of the "unsure" responses were qualified by remarks that these individuals were already making extensive use of the libraries, and did not feel that it would be possible for them to make greater use.

As a few students summed up: "If the complaints about hours and copies of books and more library assistance were met, (we) would not have to go to the Library of Congress for materials.... would not have to run all over town." Another said: "Problems of Howard University can only be solved through a questionnaire." Finally, "Action, not words!"

The Faculty Sample

The faculty of Howard University was sampled on a random basis in order to get a feeling for the general consensus of faculty opinion. The result of the sample was 24 respondents, over one-half of whom were Ph.D's; seven of whom had master's degrees, some working on the doctorate, and three of whom had other degrees. The spread of academic rank was from 11 professors to one lecturer and one faculty member of undesignated rank. Representation was achieved from as many branches of the Liberal Arts faculty as possible, and then representation from all the other colleges or schools on the campus. There were a few unfortunate omissions. No representation, for example, was obtained from the School of Social Work, the Nursing School, or the School of Business. While this was an unfortunate circumstance, the feeling reflected by the faculty questionnaire responses seemed to shine through quite clearly.

Measure of Faculty Use

Founders Library

Of the total sample surveyed, almost three-fifths use Founders Library, one-fifth frequently, the balance occasionally. Analysis shows that the Liberal Arts faculty accounts for over one-half of the users of Founders in the survey. It was difficult to pinpoint hours of library use for the faculty for the response was often just in terms of "daily", "frequently", or "sometimes".

Departmental Libraries

It is in the use of the nine departmental libraries or reading rooms that a change can be seen. To generalize, where a department library existed,

frequent use by the faculty of that department was assured. The reasons for the frequency of use will surface with the remarks made by each school or department faculty representative. All the department libraries show extensive and frequent use by the faculty members of that school or department library based on the interview samples.

Major Reasons for Nonuse or Infrequent Use

The responses in this area varied between the Liberal Arts faculty and the other schools or departments. For the Liberal Arts faculty there were only three major reasons for little use or nonuse of the library facilities: 1) insufficiency of services; 2) the collections being used by students or other faculty members; 3) materials not in the Howard University library catalogs. There were also, however, extensive comments made by several of the faculty members surveyed, which often gave a better picture of the needs of those departments or schools. Analysis of the responses from the faculty of the other schools or departments shows that there were several reasons for under-use of the University library facilities which were of equal and primary importance: insufficiency of services; insufficiency of seats; insufficiency of equipment; insufficiency of hours open; and lack of cooperation by library staff. The secondary reason was that materials needed are not in the University library catalogs. Of third importance was the type of program in which the faculty member is employed.

If all the major reasons for nonuse or minimum use of the library facilities are collated and summarized, these emerge in the form of five major reasons or groups of reasons: 1) materials needed not in the University libraries; 2) the type of program in which the faculty member is employed; 3) the collections being used by students or other faculty members; 4)insufficiency of services, equipment, hours open, and the lack of cooperation by the library staff; 5) insufficiency of seats; unattractiveness of library rooms, and poor security.

Types of Materials Preferred by Faculty, as Indicated by Use Patterns

As with the students, the faculty survey showed that the most frequently used type of library materials was books. Four-fifths of the faculty members indicated books as their main choice of materials, the majority indicating frequent use of books, while only a few indicated occasional use. Periodicals were the next major type of materials used.

Microfilm, a type of material ignored by the students in the sample, was used by a few faculty members, some frequently, and the others occasionally. Only one-fifth of the faculty members indicated taking advantage of interlibrary loans, these mainly occasional users. Few faculty members indicated use of their own books, periodicals, etc., in the library, but those few practiced this frequently. This generally involved placing personal books on reserve for the students. As one faculty member pointed out, however, with the rate of theft so high for reserve books, it is a risky practice.

Where Do They Go?

Faculty use of other library collections in the District of Columbia area showed a totally different picture from that of the student response. There is a wider dispersion of use among many more libraries and institutions, and many faculty members used a wide variety of institutions for needed services. The major outside library used was the Library of Congress, second was the D.C. Public Library, and third, the Georgetown University Libraries. Libraries cited less frequently were those at Catholic University, the University of Maryland, George Washington University, National Library of Medicine, Federal City College, and the Wesley Seminary. Other libraries cited included the Folger Library, the NEA Library, the HEW Library, the National Agricultural Library and the St. Paul's Library. This picture of wide usage of the library resources in the Washington, D.C., area seems to indicate a widespread need to supplement the library resources available at Howard by turning to other libraries which can satisfy information requirements.

Major Complaints and/or Comments

Founders Library

Each of the departments which has to rely on the resources in Founders Library had specific comments. These ranged from the extremely complimentary statement by one Liberal Arts faculty member who found Founders quite sufficient, particularly the Moorland Room, to strong opposing viewpoints about the collection, security, and conditions in general.

Different problems which are seen by the faculty included stack organization, the cataloging system, the reserve system, and the placement of the reserve collection.

Many felt that the students cannot get adequate services on campus and that they have to turn to the public library. Undergraduate students especially, the faculty thought, have problems getting adequate services. Further, faculty are prohibited from giving certain types of assignments, because there is fear that students will mutilate or steal the magazines and periodicals. Finally, the students do not get adequate orientations to the library and services available.

Satisfaction with Services

A survey of all the faculty members revealed that only little more than one-fifth were well satisfied with the libraries and library services at Howard; one-fifth were fairly well satisfied; a few, somewhat dissatisfied, and the rest very dissatisfied. The latter group, one-fourth of the faculty surveyed, shows a very high proportion of dissatisfaction with services even taking into account the small number of the sample.

If the above results are differentiated into two groups, the response from the Liberal Arts faculty being one group, and the faculty from the other

schools and departments being the other group, one finds a much higher degree of dissatisfaction among the Liberal Arts faculty. One-half of the faculty members surveyed were very dissatisfied with the library services available on campus. It is interesting to note that this group is the one which has to rely most heavily on the Founders Library.

If one compares, on the other hand, the responses from the faculty of the other schools and departments, mainly those which have departmental libraries, it is found that the majority rated their reaction to library services provided as "very satisfied", the rest were almost equally divided between "fairly well satisfied", "somewhat dissatisfied", "very dissatisfied". This picture really seems to show that no matter what problems there are with the departmental libraries, the major priority has to be quick remedy to the situation at the Founders Library.

The faculty, on the whole, seem to be quite hopeful that some remedy will be provided, and, as the final survey question response indicates, over one-half definitely stated that they would use the University library collections more frequently if the suggested improvements were made. Only one said that he would not use the collections more frequently. The rest said that they were uncertain whether they could or would use the collections more frequently.

Suggestions for Improvement, etc.

1. Highest priority among the suggestions for improvement was that there should be more library employees. This had come through as a consensus of opinions, even from the comments alone. The faculty seemed to feel that many of the problems faced by the Howard University librarians could be traced back to insufficient staff.

2. The following two items were rated co-equal: that there should be more copies of books on reserve and that there should be more periodicals. This came through in the answers on the survey, the comments, and the complaints.

3. More books, more equipment, and more attractive rooms.

4. More microform.

5. Need for more helpful assistance with library services and longer hours open for the libraries.

6. Revamping of the reserve system, added xerox facilities, improved security, and more audiovisual and other nonprint materials.

7. More space.

In summation, the picture described through the survey seems to show the concern which is felt by the entire faculty about the library services at Howard University. This poor situation, they feel, must be remedied,

for as the chairman of the English department states: "The library is the heart of a university. Without a strong library it is difficult to recruit new faculty." Howard's library is not strong enough. An instructor in the Humanities department put it: "... a college can be good without a good library; but a good university must have a good library."

Recommendations

1. There is grave need for a good security system for the Howard University libraries, especially Founders Library. (The Law Library does have a security system.)

2. There is grave need for the provision of more professional staff to man the Howard University libraries, in order to develop the collection and to provide the necessary reader services.

3. The reserve book system should be thoroughly overhauled.

4. The catalog system, during the change-over to the Library of Congress system, should be explained to the students and faculty.

5. There should be a policy of having duplicate copies of books which will be in demand by large numbers of students.

6. Howard University needs a union catalog of the holdings of all the departmental libraries and reading rooms, as well as the holdings of the Founders Library.

7. Reader services need to be improved for both faculty and students.

8. More student or paraprofessional help is needed to keep the stacks in order, or else they should be closed. Also, if the stacks are to be kept open, there should be some security system, e.g., guards, to protect the students.

9. When certain types of materials are only bought for one departmental library, or are housed there, there should be a policy of making access to these materials available to all students who need to use the materials.

10. The policy of Founders Library not duplicating a collection of materials already being purchased by a department library should be reviewed, especially when a subject area is both an undergraduate as well as a graduate subject, e.g., religion and black studies.

11. The matter of library services to undergraduates, especially to freshmen and sophomores, should be considered an area in great need of development.

12. Special collections which have been developed at great expense to the University should be allocated enough manpower, space, and resources to serve the needs of students, faculty, and outside researchers.

13. The hours the Howard University libraries are open should be geared to what has been discovered about users, i.e., the fact that approximately one-half of all the students surveyed work at least part-time.

CHAPTER V

STATISTICAL OVERVIEW

To describe statistically Howard University's library system requires comparisons with a group of libraries in similar and leading institutions. Two characteristics, the source of funds and the existence of special collections, complicate the comparison of the Howard University library system with the libraries of other institutions. Unlike other academic institutions, with the exception of the U.S. Service Schools, Howard receives the major amount of its funds from the Federal Government. In addition, Howard University's libraries have been the recipients of a number of significant and unique donations of library collections resulting in a specialization of resources which accounts for the large number of loans made to other libraries, considerably greater than the lending from other libraries that Howard undertakes for its own students and faculty.

Comparable libraries--Peer Group and Leading Academic Institutions

The selection of a peer group of libraries in academic institutions was based on the characteristics of large metropolitan areas and comparability with respect to number of students and faculty, the academic program, and the student body (Table 1). Such a selection was complicated by Howard University's unique position as the oldest and most distinguished, predominantly Negro, university in a large metropolitan area with a large number of professional schools and with separate departmental libraries which have only recently been combined into a university-wide system. The choice of these institutions was based on a list of comparable academic institutions prepared for this purpose by the Bureau of Libraries and Educational Technology. The final selection was made according to the similarity of the size of the student body and faculty.

The selection of a group of libraries of leading institutions was based on general recognition of their pre-eminence in the fields of higher education and academic libraries, as well as the comparability of the number of students and faculty, and the proportion of enrollment at the graduate and first professional levels (Tables 2A and 2B).

Using a 1969 data base, the following six institutions were selected for the peer group of libraries of universities comparable to Howard:

In the D.C. Metropolitan Area:	In other parts of the U.S.:
Catholic University	Auburn University, Alabama
Georgetown University	University of Delaware, Delaware
George Washington University	University of Louisville, Kentucky

Six other institutions of higher education were selected for the group of leading academic libraries, on the basis of 1969 data:

Table 1.--Selected characteristics of the Howard University library system and a peer group of six academic libraries, 1969

Academic institution	Institutional characteristics		Library characteristics			
	FTE enrollment	FTE faculty	Expenditures	Volumes	Periodicals	FTE staff
Catholic University	6,005	796.0	$1,126,240	789,043	4,525	106.0
University of Louisville	7,225	663.2	1,017,000	521,737	4,519	97.1
Georgetown University	7,798	1122.6	852,724	586,391	3,791	49.0
Howard University	8,013	797.9	1,049,422	603,305	4,000	74.6
University of Delaware	10,996	733.0	933,233	670,730	4,626	71.5
Auburn University	14,328	876.0	866,394	626,261	4,000	70.0
George Washington Washington	14,564	1112.0	871,587	494,116	3,834	66.0

Table 2A. -- Institutional characteristics of the Howard University library system and six leading academic libraries, 1969

Institution	FTE total enrollment	Graduate and first professional enrollment		FTE Faculty	
		Number	% of total enrollment	Number	FTE students per FTE faculty
Princeton University	4,837	1,436	30	1,060	4.6
The Johns Hopkins University	6,910	3,480	50	2,189	3.2
Duke University	7,156	2,515	35	1,500	4.8
Massachusetts Inst. of Technology	7,976	3,950	50	1,787	4.5
Howard University	8,013	2,156	27	798	10.0
Yale University	9,184	4,507	49	855	10.7
Case-Western Reserve University	9,324	4,394	47	1,339	7.0

Table 2B. -- Library characteristics of the Howard University library system and six leading academic libraries, 1969

Institution	Total operating expenditures (in dollars)		Volumes held at end of year		Periodical titles		FTE regular staff	
	Amount	Average per FTE student	Number	Average per FTE student	Number	Average per FTE student	Number	FTE students per FTE regular library staff
Princeton University	2,726,870	564	2,099,761	434	NA	NA	246.1	19.7
The Johns Hopkins Univ.	2,285,465	331	1,909,231	276	14,372	2.08	246.2	28.1
Duke University	2,257,204	315	2,036,441	285	10,202	1.43	206.7	34.6
Mass. Inst. of Technology	2,083,927	261	1,133,912	142	5,997	0.75	194.8	40.9
Howard University	1,049,422	131	603,305	75	4,000	0.50	74.6	107.4
Yale University	6,590,000	718	5,263,000	573	7,000	0.76	504.0	18.2
Case-Western Reserve University	1,938,755	208	1,085,056	116	8,834	0.95	143.4	65.0

Princeton University, New Jersey
The Johns Hopkins University, Maryland
Duke University, North Carolina
Massachusetts Institute of Technology, Massachusetts
Yale University, Connecticut
Case-Western Reserve University, Ohio

The median full-time equivalent (FTE) student enrollment for the seven universities in the leading group was 7,976; Howard University with an FTE student enrollment of 8,013 was only slightly larger in size of student body than this median (Tables 2A and 2B). However, Howard stands next to the last in the leading group with respect to the number of FTE students per FTE faculty member of the institution, and last with respect to all five of the library data items compared--(1) total operating expenditures of the library, per FTE student; (2) number of volumes held at the end of the year, per FTE student; (3) number of periodical titles per FTE student; (4) number of FTE students per FTE regular staff member of the library; and (5) percent that graduate and first professional student enrollment is of FTE total student enrollment. The range of these statistics for the six leading academic libraries in this group are above the values for Howard University, indicating that while the Howard library system is generally at the average of the libraries in the peer group, it is significantly below those in the leading group.

Funding

Review of the library total operating expenditures per student indicates that Howard University, although remaining above the average for the peer group, lost rank among these institutions, with a change over the two years from 1966-1967 through 1968-69 from a rank of 2 to a rank of 3 (Figure 1 and Tables 3, 5, and 7).[3] This loss in rank was due to the fact that Howard had the smallest two-year increase in total library operating expenditures per FTE student (14 percent) of the seven peer universities. Catholic University had a 74 percent, George Washington University a 62 percent, Georgetown University a 45 percent, and Auburn University, the University of Delaware, and the University of Louisville all had an 18 percent increase per student. It would seem, therefore, that Howard should consider enlarging the rate of increase of the library total operating expenditures, to bring this amount more in line with the rate of the peer group universities.

When Howard University is compared with the leading institutions, the median library total operating expenditures per FTE student for this group was

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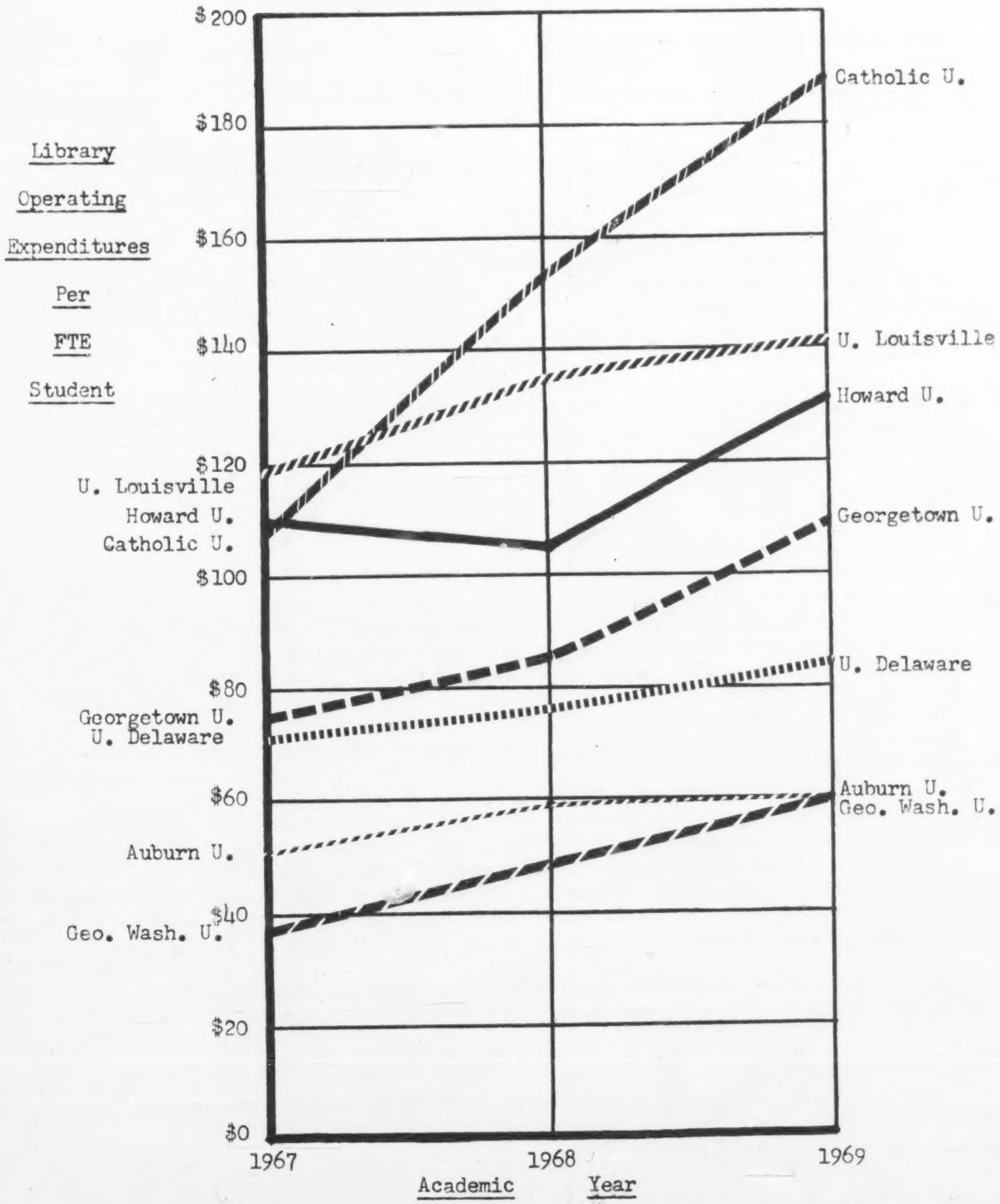
[3] The number of students used here is the number of full-time equivalent (FTE) students, caculated as the sum of the number of full-time students, the number of part-time graduate and first professional students, and one-third the number of part-time undergraduate, unclassified, and extension students. For the purpose of this statistic, the part-time graduate and first professional students are counted as equivalent to full-time undergraduate students because of their greater use of the academic libraries.

Table 3.--Student enrollment and library expenditures, Howard University library system and a peer group of six academic libraries, 1967

Item	Catholic University, D. C.	University of Louisville, Ky.	Georgetown University, D. C.	Howard University, D. C.	University of Delaware, Del.	Auburn University, Ala.	George Washington University, D. C.
STUDENT ENROLLMENT							
FTE total enrollment	6,513	6,353	7,394	8,310	9,331	12,548	13,727
FTE first professional and graduate enrollment							
Number	3,968	2,091	3,500	2,495	1,829	1,139	7,328
Percent of total enrollment	60.9	32.9	47.3	30.0	19.6	9.1	53.4
LIBRARY EXPENDITURES							
Total operating expenditures of library							
Amount (in dollars)	706,013	753,190	554,769	952,090	666,861	645,041	507,400
Average per FTE student (in dollars)	108	119	75	115	71	51	37
Total salaries of regular library staff							
Amount (in dollars)	394,733	332,406	230,213	437,961	296,274	304,079	216,110
Percent of total operating expenditures of library	55.9	44.1	41.5	46.0	44.4	47.1	42.6
Total wages of hourly library staff							
Amount (in dollars)	97,308	67,396	89,042	38,084	32,242	36,563	70,276
Percent of total operating expenditures of library	13.8	8.9	16.1	4.0	4.8	5.7	13.9
Expenditures for books and other library materials							
Amount (in dollars)	161,213	205,945	169,072	295,148	221,929	248,756	160,565
Percent of total operating expenditures of library	22.8	27.3	30.5	31.0	33.3	38.6	31.6
Expenditures for binding and rebinding							
Amount (in dollars)	8,912	22,082	27,021	19,042	30,000	--	26,794
Percent of total operating expenditures of library	1.3	2.9	4.9	2.0	4.5	--	5.3
Other operating expenditures							
Amount (in dollars)	43,847	125,361	39,421	161,855	86,416	55,643	33,655
Percent of total operating expenditures of library	6.2	16.8	7.0	17.0	13.0	8.6	6.6

Figure 1

LIBRARY OPERATING EXPENDITURES PER FTE STUDENT, PEER GROUP, 1967-68



2.4 times the expenditure figure for Howard--$315 (Duke University) compared to $131 (Howard University) (Figure 2 and Tables 2A and 2B).

Examination of four major categories of current operating expenditures, (1) total salaries of regular library staff, (2) total wages of hourly library staff, (3) expenditures for books and other printed materials, and (4) expenditures for binding and rebinding (see Figures 3 and 4), shows considerable variation among the seven peer institutions. While Howard ranked third for all three years in total expenditures for salaries of regular library staff as percent of library total operating expenditures, it ranked lowest (7 out of 7) in 1966-67 and in 1968-69 in total expenditures for wages of hourly library staff as percent of total operating expenditures for the library, of the peer group. Similarly, while Howard ranked fourth out of seven in 1966-67 and in 1968-69 in expenditures for books and other library materials as percent of library total operating expenditures, it changed from fifth to seventh place out of seven, between 1966-67 and 1968-69, for expenditures for binding and rebinding as percent of library total operating expenditures for the peer group. It would seem that Howard University should examine its allocation of current funds, with particular attention to the proportion of the library budget allocated to wages of hourly library staff and to the expenditures for binding and rebinding.

Staffing

Comparison of the number of students per librarian and the number of students per regular staff member for the peer group (Tables 4, 6, and 8), shows some shifting in rank among the institutions, but no change of rank order for Howard, which remained slightly above the average, with the rank of three out of seven.[4] The two-year trend for both of these statistics is an encouraging one for Howard University, with almost a 20 percent decrease in number of students per regular staff member during this time (from 132 to 107). However, when the number of hours of assistance by the hourly staff on a per student basis is considered, it can be seen that a considerable decrease in this service occurred from 1967 to 1969--from 7.4 to 4.3 hours per student, a decrease of 42 percent--resulting in a change in rank order of Howard from three to four. The decrease in the hourly staff is reflected in the comments of the students that the books in the catalog are not to be found on the shelves and that security standards are too low, indicating an insufficient number of staff for these purposes. It would seem that Howard University should give strong consideration to increasing the urgently needed assistance by the hourly library staff.

When Howard is compared with the leading institutions, the number of students per regular library staff member for Howard University was more than

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[4] Regular staff members include: chief librarian, other librarians, professional staff other than librarians, and clerical and other regular staff; it does not include hourly staff.

Table 4. --Library collection and library staffing, Howard University library system and a peer group of six academic libraries, 1967

Item	Catholic University, D. C.	University of Louisville, Ky.	Georgetown University, D. C.	Howard University, D. C.	University of Delaware, Del.	Auburn University, Ala.	George Washington University, D. C.
LIBRARY COLLECTION							
Volumes added during year							
Number	26,889	30,111	21,482	38,058	38,194	46,902	18,125
Average volumes per FTE student	4.1	4.9	2.9	4.6	4.1	3.7	1.3
Volumes held at end of year							
Number	729,258	457,624	534,136	533,622	587,516	504,949	437,340
Average volumes per FTE student	112	72	72	64	63	40	32
Periodical titles							
Number	4,257	3,749	3,364	4,000	3,637	4,000	3,050
Average titles per FTE student	0.7	0.6	0.5	0.5	0.4	0.3	0.2
LIBRARY STAFFING							
FTE librarians (including chief librarian)							
Number	38.0	30.0	18.0	29.0	16.0	23.0	25.0
FTE students per FTE staff	171	212	411	287	583	546	549
FTE professional staff other than librarians							
Number	--	--	--	--	--	4.0	--
FTE students per FTE staff	--	--	--	--	--	3,139	--
FTE clerical and other regular staff							
Number	40.0	79.0	19.0	34.0	44.0	41.0	19.0
FTE students per FTE staff	163	80	389	244	212	306	722
FTE total regular staff							
Number	78.0	109.0	37.0	63.0	60.0	68.0	44.0
FTE students per FTE staff	84	58	200	132	156	185	312
Total hours of assistance by hourly staff							
Number	46,241	52,718	65,009	61,500	26,030	30,200	52,009
Average hours per FTE student	7.1	8.3	8.8	7.4	2.8	2.4	3.8

Table 5.--Student enrollment and library expenditures, Howard University library system and a peer group of five academic libraries, 1968

Item	Catholic University, D. C.	University of Louisville, Ky.	Georgetown University, D. C.	Howard University, D. C.	University of Delaware, Del.	Auburn University, Ala.
STUDENT ENROLLMENT						
FTE total enrollment	6,160	6,608	7,630	8,304	10,476	13,634
FTE first professional and graduate enrollment						
Number	3,610	2,295	3,534	2,399	2,178	1,452
Percent of total enrollment	58.6	34.7	46.3	28.9	20.8	10.6
LIBRARY EXPENDITURES						
Total operating expenditures of library						
Amount (in dollars)	940,843	892,421	646,400	871,873	791,729	802,857
Average per FTE student (in dollars)	153	135	85	105	76	59
Total salaries of regular library staff						
Amount (in dollars)	492,534	422,355	263,858	411,559	303,792	334,129
Percent of total operating expenditures of library	52.4	47.3	40.8	47.2	38.4	41.6
Total wages of hourly library staff						
Amount (in dollars)	72,407	74,287	94,289	58,197	41,244	51,517
Percent of total operating expenditures of library	7.7	8.3	14.6	6.7	5.2	6.4
Expenditures for books and other library materials						
Amount (in dollars)	216,776	271,797	227,878	325,087	382,587	367,922
Percent of total operating expenditures of library	23.0	30.5	35.3	37.3	48.3	45.8
Expenditures for binding and rebinding						
Amount (in dollars)	80,364	36,541	33,178	20,000	39,499	--
Percent of total operating expenditures of library	8.5	4.1	5.1	2.3	5.0	--
Other operating expenditures						
Amount (in dollars)	78,762	87,441	27,197	57,030	24,607	49,289
Percent of total operating expenditures of library	8.4	9.8	4.2	6.5	3.1	6.2

Table 6. --Library collection and library staffing, Howard University library system and a peer group of five academic libraries, 1968

Item	Catholic University, D. C.	University of Louisville, Ky.	Georgetown University, D. C.	Howard University, D. C.	University of Delaware, Del.	Auburn University, Ala.
LIBRARY COLLECTION						
Volumes added during year						
Number	30,182	33,750	25,482	43,893	41,120	61,129
Average volumes per FTE student	4.9	5.1	3.3	5.3	3.9	4.5
Volumes held at end of year						
Number	758,444	490,946	558,658	575,357	626,902	564,410
Average volumes per FTE student	123	74	73	69	60	41
Periodical titles						
Number	3,960	4,150	3,556	4,980	3,984	4,000
Average titles per FTE student	0.6	0.6	0.5	0.6	0.4	0.3
LIBRARY STAFFING						
FTE librarians (including chief librarians)						
Number	44.0	29.1	18.0	28.0	16.5	25.0
FTE students per FTE staff	140	227	424	297	635	545
FTE professional staff other than librarians						
Number	1.0	7.8	--	13.6	--	--
FTE students per FTE staff	6,160	847	--	611	--	--
FTE clerical and other regular staff						
Number	74.0	52.5	25.0	28.0	48.0	40.0
FTE students per FTE staff	83	126	305	297	218	340
FTE total regular staff						
Number	119.0	89.4	43.0	69.6	64.5	65.0
FTE students per FTE staff	52	74	177	119	162	210
Total hours of assistance by hourly staff						
Number	41,375	13,435	60,814	30,189	32,680	45,000
Average hours per FTE student	6.7	2.0	8.0	3.6	3.1	3.3

Figure 2

LIBRARY OPERATING EXPENDITURES

PER FTE STUDENT, LEADING GROUP, 1969

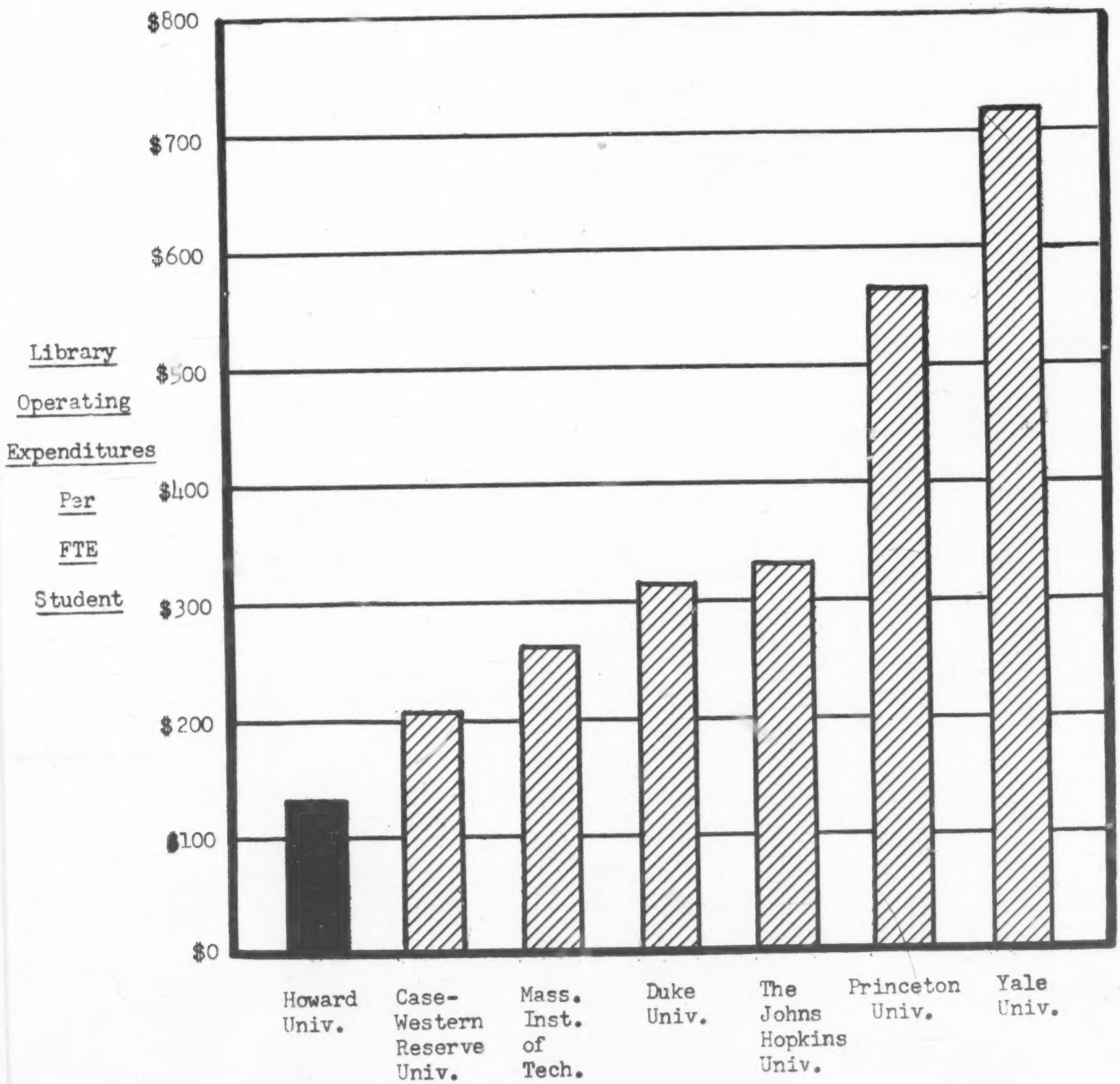


Figure 3

SALARIES OF REGULAR STAFF AND WAGES OF HOURLY STAFF,
AS PERCENT OF LIBRARY OPERATING EXPENDITURES, PEER GROUP, 1967-1969

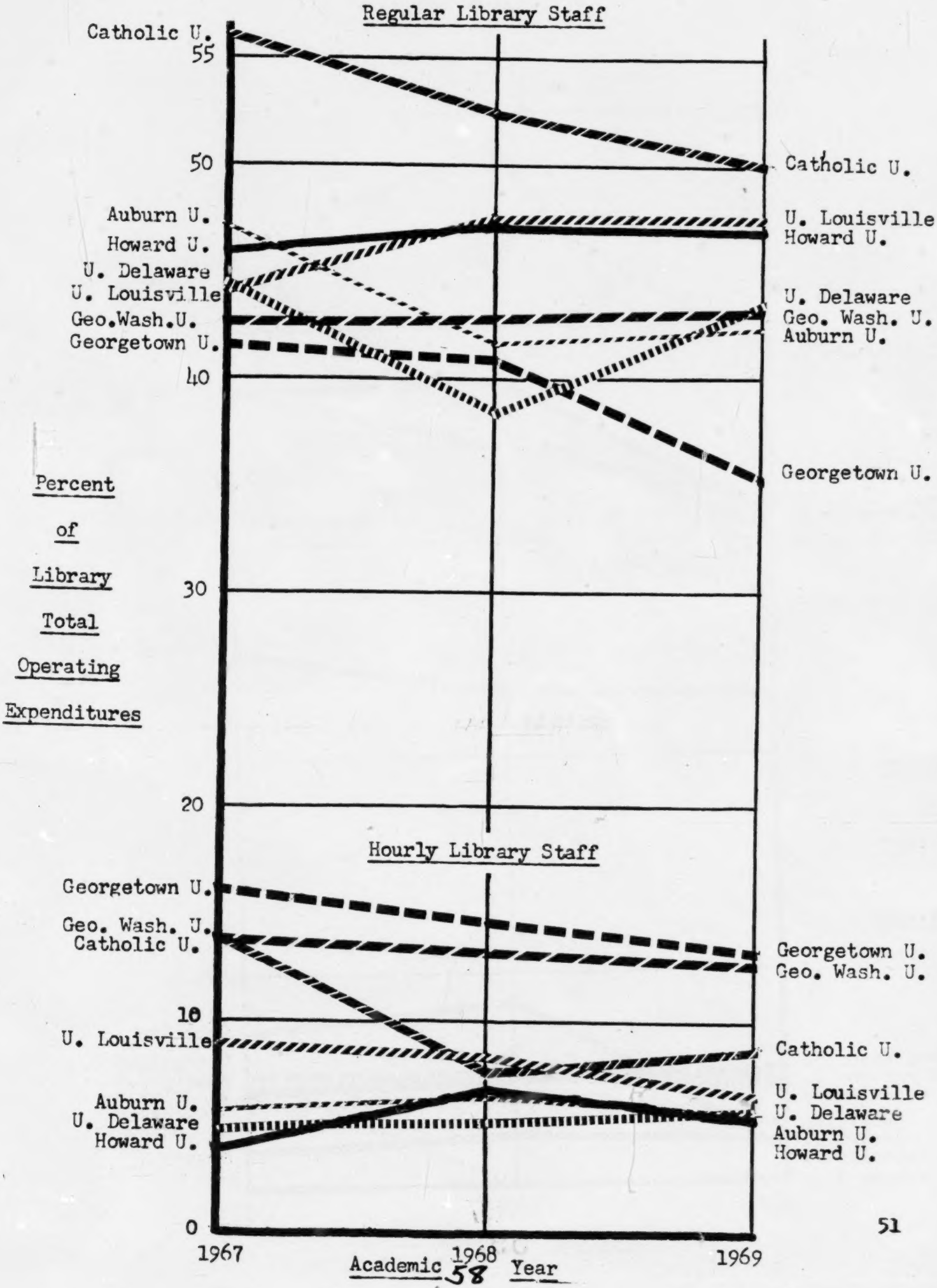
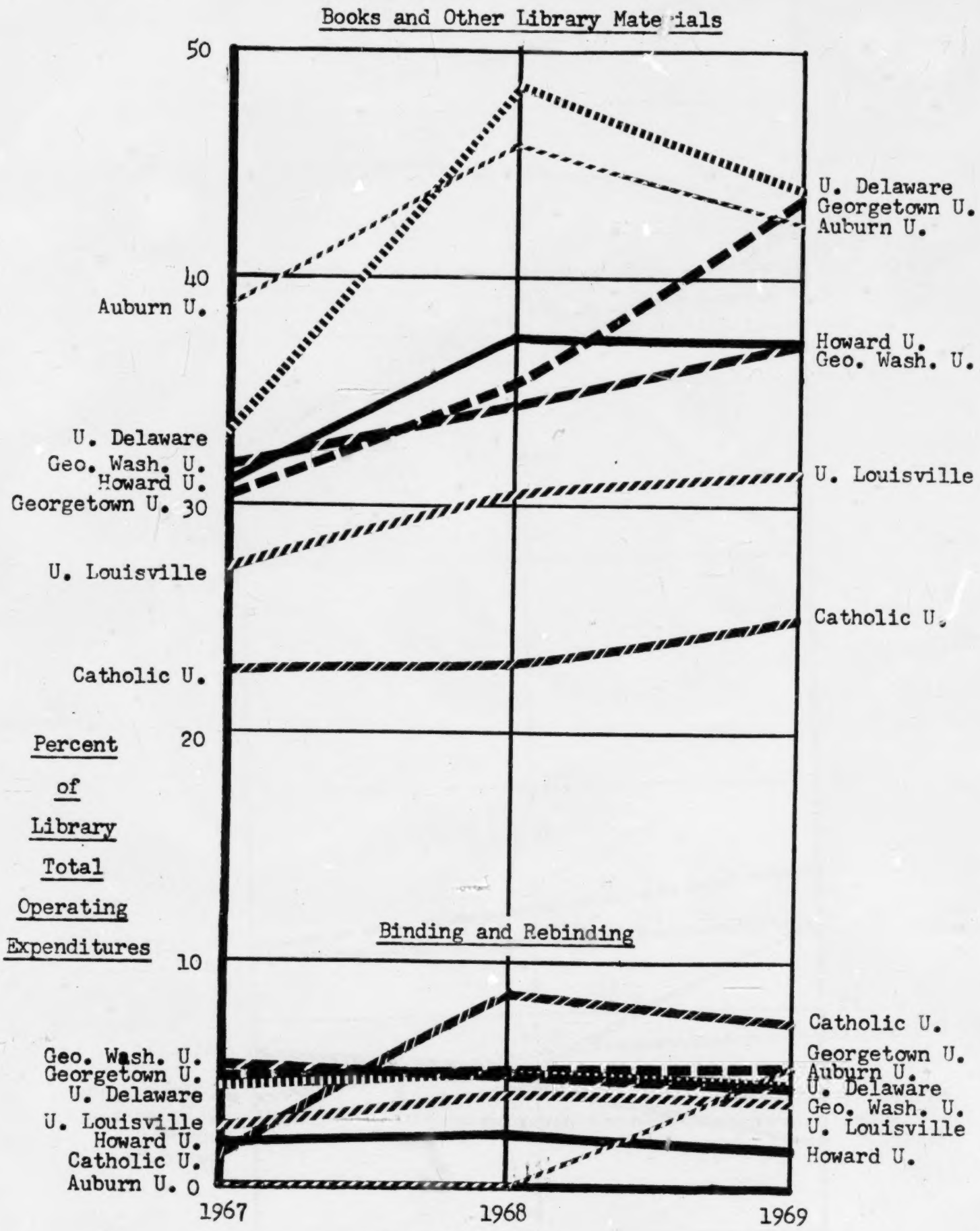


Figure 4

EXPENDITURES FOR BOOKS AND OTHER LIBRARY MATERIALS,
AND EXPENDITURES FOR BINDING AND REBINDING,
AS PERCENT OF LIBRARY OPERATING EXPENDITURES, PEER GROUP, 1967-1969



three times the median for this group--107.4 (Howard University) compared to 34.6 (Duke University)--and the median number of hours of assistance per student provided by the hourly library staff for the leading group was almost two and one-half times the staffing pattern for Howard--4.3 hours per student (Howard University) compared to 10.4 hours per student (The Johns Hopkins University) (Tables 2A and 2B).

Resources

Howard occupied the central position among the seven peer institutions with respect to number of volumes at the end of the year, for 1966-67 and 1968-69 (Tables 4, 6, and 8). If the Howard library system continued to expand in number of volumes over the immediate future at the 1967-69 rate, it would contain some 700,000 volumes by the end of the 1971-72 academic year, compared with 603,305 volumes for the end of the 1968-69 year.

Examination of the number of volumes per student at the end of the academic year for the peer group, shows that Howard is slightly above the average. Moreover, the increase in number of volumes per student--some five to six volumes per student per year, for 1967-69--was the second highest rate of increase per student for these seven universities. The continuation of the respective growth rates would place Howard University second in rank order for this statistic for this peer group for the current year.

When Howard is compared with the universities in the group leading institutions, the median volumes held at the end of year for this group was 3.2 times the resource figure for Howard--1,909,231 (The Johns Hopkins University) compared to 603,305 (Howard University)--and the median number of volumes per student for the leading group was 3.7 times the volumes per student for Howard--276 (The Johns Hopkins University) compared to 75 (Howard University) (Tables 2A and 2B).

A review of the number of periodical titles per student for the peer group (Tables 4, 6, and 8) shows a considerable decrease for Howard University, from end-of-year 1966-67 to end-of-year 1968-69 (from .48 to .29 titles per student). It should be noted, however, that the .29 figure is an estimate. In this two-year span this decrease per student moved Howard from a rank of three to a rank of five, out of seven. It would seem that the number of periodicals available to students should be given considerable attention.

When the group of leading institutions is considered with respect to the number of periodicals provided per student, the median for this group was 1.5 times this resource figure for Howard University--0.76 titles per student (Yale University) compared to [illegible]50 titles per student (Howard University) (Tables 2A and 2B).

Table 7.--Student enrollment and library expenditures, Howard University library system and a peer group of six academic libraries, 1969

Item	Catholic University, D. C.	University of Louisville, Ky.	Georgetown University, D. C.	Howard University, D. C.	University of Delaware, Del.	Auburn University, Ala.	George Washington University, D. C.
STUDENT ENROLLMENT							
FTE total enrollment	6,005	7,225	7,798	8,013	10,996	14,328	14,564
FTE first professional and graduate enrollment							
Number	3,808	2,514	3,632	2,156	1,865	2,025	6,701
Percent of total enrollment	63	35	47	27	17	14	46
LIBRARY EXPENDITURES							
Total operating expenditures							
Amount (in dollars)	1,126,240	1,017,000	852,724	1,049,422	933,233	866,394	871,587
Average per FTE student (in dollars)	188	141	109	131	84	60	60
Total salaries of regular library staff							
Amount (in dollars)	560,518	480,928	301,766	492,016	405,735	367,729	376,850
Percent of total operating expenditures of library	49.8	47.3	35.4	46.9	43.5	42.4	43.2
Total wages of hourly library staff							
Amount (in dollars)	97,143	66,366	112,396	57,584	53,066	48,542	110,399
Percent of total operating expenditures of library	8.6	6.5	13.2	5.5	5.7	5.6	12.7
Expenditures for books and other library materials							
Amount (in dollars)	281,276	318,925	370,932	390,303	409,425	367,034	323,491
Percent of total operating expenditures of library	25.0	31.4	43.5	37.2	43.9	42.4	37.1
Expenditures for binding and rebinding							
Amount (in dollars)	82,513	38,479	45,816	18,200	43,500	46,898	39,938
Percent of total operating expenditures of library	7.3	3.8	5.4	1.7	4.7	5.4	4.6
Other operating expenditures							
Amount (in dollars)	104,790	112,302	21,814	91,319	21,507	36,191	20,909
Percent of total operating expenditures of library	9.3	11.0	2.5	8.7	2.2	4.2	2.4

Table 8. --Library collection and library staffing, Howard University library system and a peer group of six academic libraries, 1969

Item	Catholic University, D. C.	University of Louisville, Ky.	Georgetown University, D. C.	Howard University, D. C.	University of Delaware, Del.	Auburn University, Ala.	George Washington University, D. C.
LIBRARY COLLECTION							
Volumes added during year							
Number	34,803	33,378	28,810	29,466	45,527	62,235	30,674
Average volumes per FTE student	5.8	4.6	3.7	3.7	4.1	4.3	2.1
Volumes held at end of year							
Number	789,043	521,737	586,391	603,305	670,730	626,261	494,116
Average volumes per FTE student	131.4	72.2	75.2	75.3	61.0	43.7	33.9
Periodical titles							
Number	4,525	4,519	3,791	2,347 1/	4,626	4 000	3,834
Average titles per FTE student	0.8	0.6	0.5	0.3	0.4	0.3	0.3
LIBRARY STAFFING							
FTE librarians (including chief librarian)							
Number	37.0	33.5	22.0	31.0	19.5	26.0	21.0
FTE students per FTE staff	162	216	254	258	564	551	694
FTE professional staff other than librarians							
Number	1.0	12.5	--	15.6	--	--	--
FTE students per FTE staff	6,005	578	--	514	--	--	--
FTE clerical and other regular staff							
Number	68.0	51.1	27.0	28.0	52.0	44.0	45.0
FTE students per FTE staff	88	141	289	286	211	326	324
FTE total regular staff							
Number	106.0	97.1	49.0	74.6	71.5	70.0	66.0
FTE students per FTE staff	57	74	159	107	154	205	221
Total hours of assistance by hourly staff							
Number	56,609	55,608	65,413	34,169	36,233	40,00	59,702
Average hours per FTE student	9.4	7.7	8.4	4.3	3.3	2.8	4.1

1/ Estimated.

Howard University Library System Profile, 1960-1970

Although the Howard University student enrollment increased more than 50 percent from 1960 to 1965, there has been little change in this enrollment over the past few years, with the FTE total enrollment stabilizing around 8,300 (see Table 9). The first professional and graduate enrollment has decreased somewhat, however, from 2,495 in 1967 (30.0 percent of the total enrollment) to 2,242 in 1970 (26.9 percent of total enrollment).

Funding

Examination of the library total operating expenditures per student shows that while there was a considerable increase in these expenditures per student from 1960 to 1967 (from $52.24 to $114.57 in current dollars, or from $69.71 to $133.76 in constant 1970-71 dollars), there was little change from 1967 to 1970 in the constant dollar figures (from $133.76 to $136.97) (Figure 5 and Table 9).

When the expenditures per student for each of the major categories are compared, as percents of the library total operating expenditures, certain variations and trends appear (Tables 9 and 11). The largest category of expenditures is that of total salaries of regular library staff, which went from a high of 61.8 percent of the library total operating expenditures, in 1960, to a low of 46.0 percent in 1967. Although this percentage figure varied only slightly over the following two years, it increased to 55.2 percent of the total expenditures in 1970, reflecting a somewhat similar increase in total regular staff.

Expenditures for books and other library materials, the second largest category, showed a general increase as a percent of the total expenditures, from 1960 (22.4 percent) to 1968 (37.3 percent). It stayed at nearly the same level in 1969 (37.2 percent) but decreased significantly in 1970 (32.5 percent).

Total wages of hourly library staff varied over these years from a high of 11.1 percent of total expenditures of the library, in 1965, to a low of 4.0 percent, in 1967, with the last two years (1969 and 1970) leveling off at 5.5 percent and 5.6 percent, respectively. Expenditures for binding and rebinding showed only a slight variation (from 1.9 percent to 2.3 percent of the total expenditures) from 1960 to 1968, but decreased significantly during the last two years, (to 1.7 percent in 1968 and then to 1.2 percent of the library total expenditures in 1970). As already previously noted, it would be advisable to examine the allocation of current operating funds of the Howard library system, with particular attention to the proportion of expenditures for the total wages of the hourly library staff and for binding and rebinding.

Staffing

The staffing of the Howard University library system has shown considerable improvement in the past three years, with respect to the number of

Table 9. --Student enrollment and library expenditures, Howard University library system, 1960, 1965, 1967-70

	1960	1965	1967	1968	1969	1970
STUDENT ENROLLMENT						
FTE total enrollment	1/5,175	1/8,059	8,310	8,304	8,013	8,349
First professional and graduate enrollment						
Number	NA	NA	2,495	2,399	2,156	2,242
Percent of FTE total enrollment	NA	NA	30.0	28.9	26.9	26.9
LIBRARY EXPENDITURES						
Total operating expenditures of library						
Amount (in dollars)	270,324	697,863	952,090	871,873	1,049,422	1,143,524
Average per FTE student	52.24	86.59	114.57	104.99	130.96	136.97
Total operating expenditures of library in constant 1970-71 dollars 2/						
Amount (in constant 1970-71 dollars)	360,730	867,967	1,111,540	971,111	1,110,353	1,143,524
Average per FTE student	69.71	107.70	133.76	116.94	138.57	136.97
Total salaries of regular library staff						
Amount (in dollars)	167,028	340,420	437,961	411,559	492,016	631,065
Percent of total operating expenditures of library	61.8	48.8	46.0	47.2	46.9	55.2
Total wages of hourly library staff						
Amount (in dollars)	17,099	77,438	38,084	58,197	57,584	63,581
Percent of total operating expenditures of library	6.3	11.1	4.0	6.7	5.5	5.6
Expenditures for books and other library materials						
Amount (in dollars)	60,678	209,053	295,148	325,087	390,303	371,566
Percent of total operating expenditures of library	22.4	30.0	31.0	37.3	37.2	32.5
Expenditures for binding and rebinding						
Amount (in dollars)	5,245	16,161	19,042	20,000	18,200	14,000
Percent of total operating expenditures of library	1.9	2.3	2.0	2.3	1.7	1.2
Other operating expenditures						
Amount	20,274	54,791	161,855	57,030	91,319	63,312
Percent of total operating exexpenditures of library	7.5	7.9	17.0	6.5	8.7	5.5

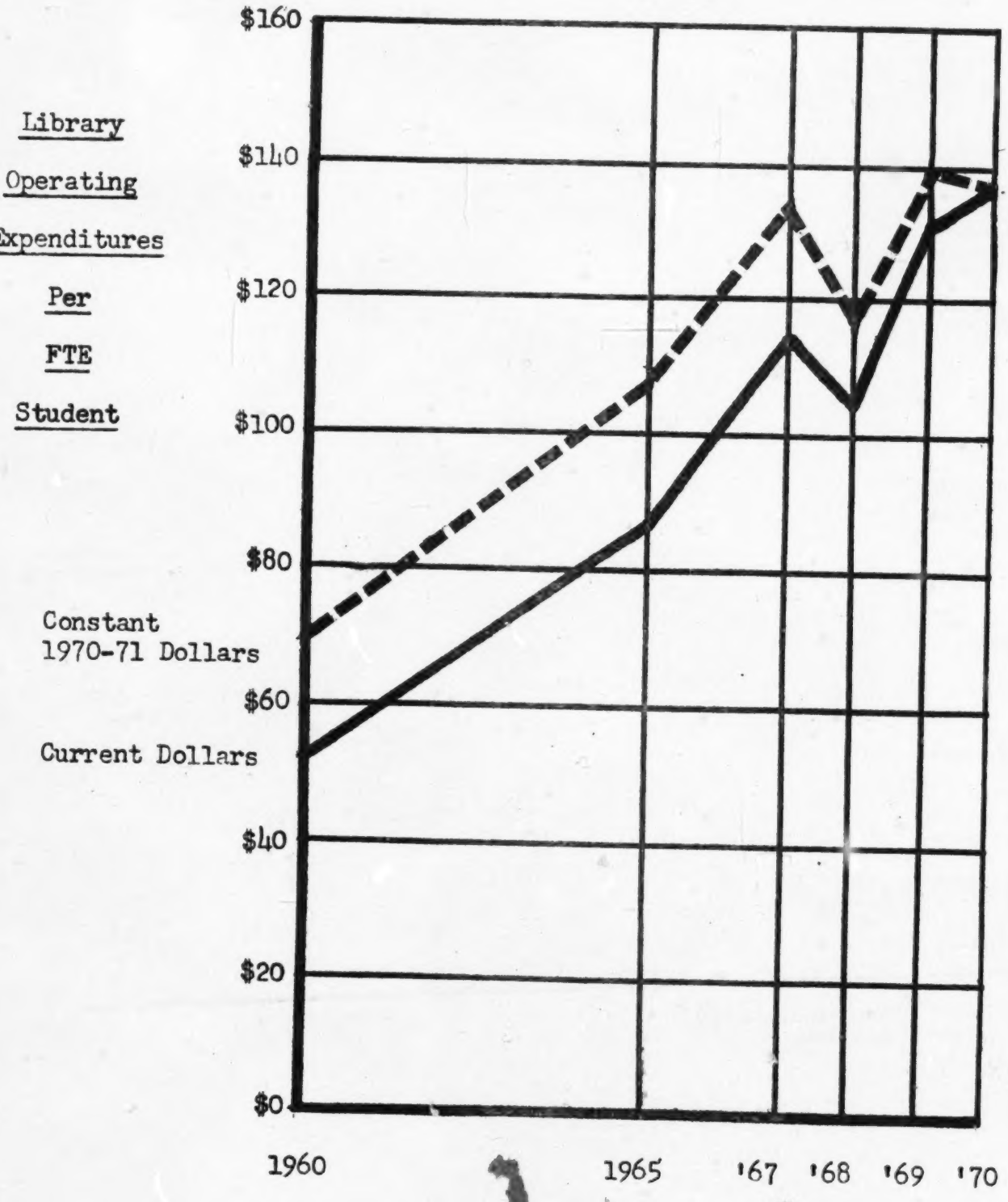
1/ Total enrollment, not FTE total enrollment.
2/ Based on Consumer Price Index data.

Figure 5

LIBRARY OPERATING EXPENDITURES PER FTE STUDENT,

IN CURRENT AND CONSTANT DOLLARS,

HOWARD UNIVERSITY LIBRARY SYSTEM, 1960, 1965, 1967 - 1970



students per librarian and other professional staff member. This ratio remained at the 288 to 287 level from 1960 to 1967, but has decreased more than 50 percent since then to the 1970 level of 133 students per librarian and other professional staff member (Tables 10 and 12).

This improvement of the professional staffing of the library system has been accompanied by a decrease of clerical and other regular staff members, with the smallest number of students per clerical and other regular staff member of the library system occurring in 1967 (244) and the largest number occurring in 1970 (398). However, the ratio of students per clerical and other regular staff member of the library system does not tell the entire story; the ratio of the library professional staff to the library clerical and other regular staff should also be considered. This ratio, which varied from 1.2 in 1960 to 0.9 in 1965 and 1967 to 1.7 in 1969, went to a high of 3.0 in 1970 (Figure 6). It would seem that the ratio of three professional staff members to one clerical and other regular staff member is high, and that Howard should consider increasing the number of clerical and other regular staff members of its library system, to balance this ratio, as well as to reduce the number of students per clerical and other regular staff member.

The total hours of assistance per student by the hourly staff of the library system has varied considerably over the years--from 4.0 in 1960 to 6.9 in 1965, and 7.4 in 1967, down to 3.6 in 1968 and 4.3 in 1969, then up to a high of 8.3 in 1970. It would seem that Howard should review the effective use of hourly help, with the goal of maximizing their assistance to students and faculty.

Resources

While the number of volumes held at the end of the year by the Howard library system has grown over the years, the number of volumes per student in 1969 and in 1970 (75 and 74 respectively) barely surpassed the number of volumes per student in 1960 (73), after slowly rising from a low of 62 volumes per student in 1965 (Tables 10 and 12). The increase per student from 1965 to 1969 was mainly due to an increase of the number of volumes added during the year, on a per student basis (from 3.9 volumes added per student in 1965 to 5.3 volumes added per student in 1968). The increase in volumes held at the end of the year in 1969 (from 69 to 75, per student) was due to the decrease in enrollment, and a modest (3.7 volumes per student) increase during the year. The smallest addition of volumes occurred in 1970 (2.0 volumes added per student), which resulted in the holdings of 74 volumes per student. It would seem that Howard University should review its policy concerning the expansion of its library collection.

The average number of periodical titles per student stayed at the 0.5 title per student from 1960 to 1967, then increased slightly to 0.6 per student in 1968, decreased greatly to 0.3 per student in 1969 and then increased to 0.7 title per student in 1970. The average of the past three

Table 10.--Library collection and library staffing, Howard University library system, 1960, 1965, 1967-70

	1960	1965	1967	1968	1969	1970
LIBRARY COLLECTION						
Volumes added during year						
Number	13,137	31,754	38,058	43,893	29,466	16,951
Average volumes per FTE student	2.5	3.9	4.6	5.3	3.7	2.0
Volumes held at end of year						
Number	376,143	498,741	533,622	575,357	603,305	620,256
Average volumes per FTE student	73	62	64	69	75	74
Periodical titles						
Number	2,640	4,217	4,000	4,980	2,34[1/]	6,000
Average titles per FTE student	0.5	0.5	0.5	0.6	0.3	0.7
LIBRARY STAFFING						
FTE librarians (including chief librarian)						
Number	NA	NA	NA	28.0	31.0	38.0
FTE students per FTE librarian	NA	NA	NA	297	258	220
FTE professional staff other than librarians						
Number	NA	NA	NA	13.6	15.6	25.0
FTE students per FTE professional staff other than librarians	NA	NA	NA	611	514	334
Total FTE librarians and other professional staff						
Number	18.0	28.0	29.0	41.6	46.6	63.0
FTE students per FTE professional staff	288	288	287	200	172	133
Ratio of librarians and other professional staff to clerical and other regular staff	1.2	0.9	0.9	1.5	1.7	3.0
FTE clerical and other regular staff						
Number	14.5	31.5	34.0	28.0	28.0	21
FTE students per FTE clerical and other regular staff	357	256	244	297	286	398
FTE total regular staff						
Number	32.5	59.5	63.0	69.6	74.6	84
FTE students per FTE total regular staff	159	135	132	119	107	99
Total hours of assistance by hourly staff						
Number	20,476	55,500	61,500	30,189	34,169	69,700
Average hours per FTE student	4.0	6.9	7.4	3.6	4.3	.3

1/ Estimated.

Table 11. --Comparison of student enrollment and expenditures, Howard University library system, 1960 and 1970

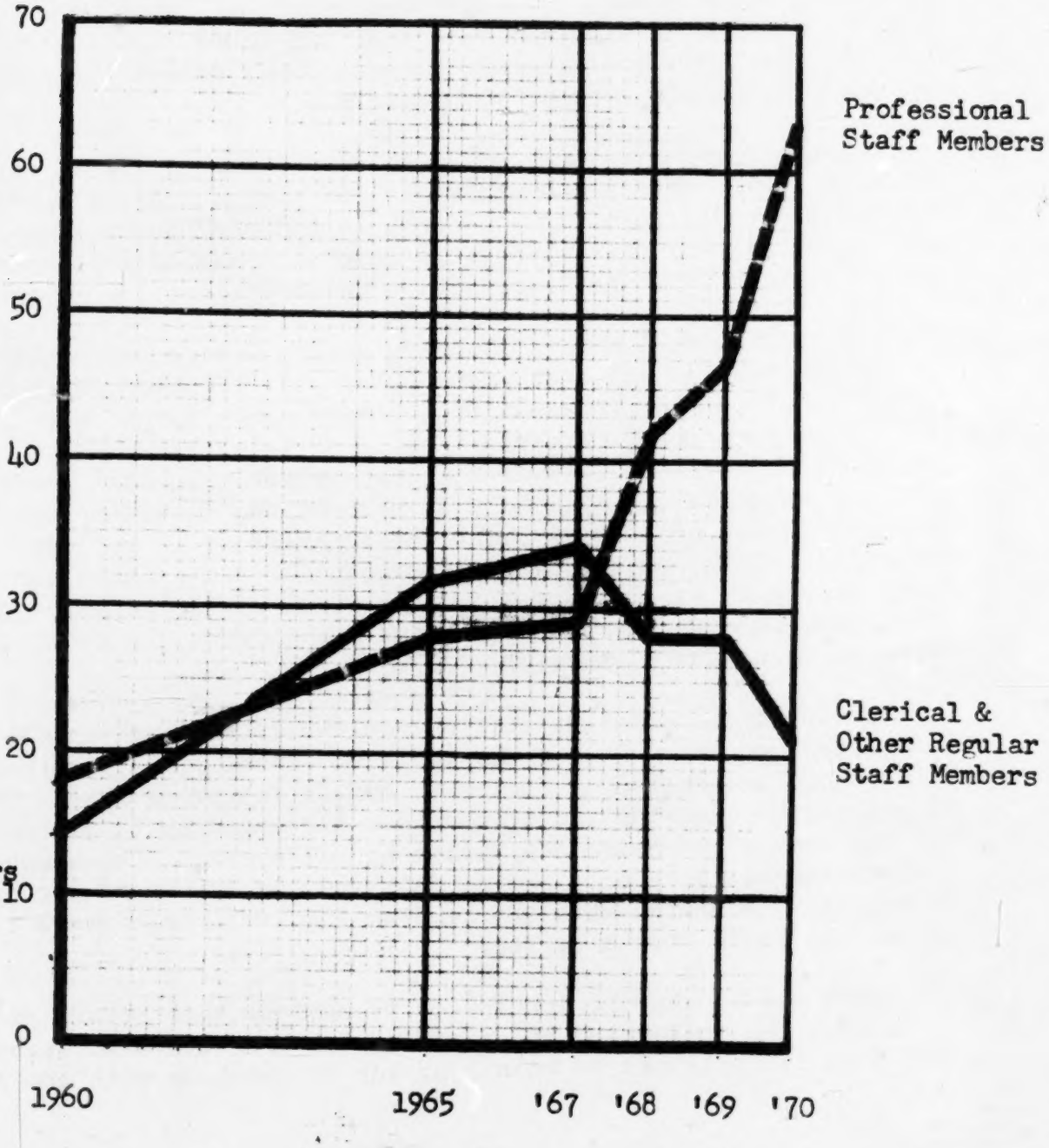
Item	1960	1970	Change	
			Number	Percent
STUDENT ENROLLMENT				
FTE total enrollment	5,175	8,349	3,174	61
LIBRARY EXPENDITURES				
Total operating expenditures				
Amount (in dollars)	270,324	1,143,524	873,200	323
Average per FTE student	52.24	136.97	84.73	162
Total operating expenditures in constant 1970-71 dollars				
Amount (in constant 1970-71 dollars)	360,730	1,143,524	782,794	217
Average per FTE student	69.71	136.97	67.26	96
Total salaries of regular staff				
Amount (in dollars)	167,028	631,065	464,037	278
Percent of total operating expenditures	61.8	55.2	-6.6	-11
Total wages of hourly staff				
Amount (in dollars)	17,099	63,581	46,482	272
Percent of total operating expenditures	6.3	5.6	-0.7	-11
Expenditures for books and other library materials				
Amount (in dollars)	60,678	371,566	310,888	512
Percent of total operating expenditures	22.4	32.5	10.1	45
Expenditures for binding and rebinding				
Amount (in dollars)	5,245	14,000	8,755	167
Percent of total operating expenditures	1.9	1.2	-0.7	-37
Other operating expenditures				
Amount (in dollars)	20,274	63,312	43,038	212
Percent of total operating expenditures	7.5	5.5	-2.0	-27

Table 12. -- Comparison of library staffing and resources, Howard University library system, 1960 and 1970

	1960	1970	Change Number	Change %
LIBRARY COLLECTION				
Volumes added during year				
Number	13,137	16,951	3,814	29
Average volumes per FTE student	2.5	2.0	-0.5	-20
Volumes held at end of year				
Number	376,143	620,256	244,113	65
Average volumes per FTE student	73	74	1	1
Periodical Titles				
Number	2,640	6,000	3,360	127
Average titles per FTE student	0.5	0.7	0.2	40
LIBRARY STAFFING				
Total FTE librarians and other professional staff				
Number	18.0	63.0	45	250
FTE students per FTE professional library staff	288	133	-155	-54
Ratio of librarians and other professional staff, of clerical and other regular staff	1.2	3.0	1.8	150
FTE clerical and other regular staff				
Number	14.5	21	6.5	45
FTE students per FTE clerical and other regular staff	357	398	41	11
FTE total regular staff				
Number	32.5	84.0	51.5	158
FTE students per FTE total regular staff	159	99	-60	-38
Total hours of assistance by hourly staff				
Number	20,476	69,700	49,224	240
Average hours per FTE student	4.0	8.3	4.3	108

Figure 6

TOTAL FTE PROFESSIONAL STAFF MEMBERS, AND
TOTAL FTE CLERICAL AND OTHER REGULAR STAFF MEMBERS,
HOWARD UNIVERSITY LIBRARY SYSTEM, 1960, 1965, 1967 - 1970



years (0.5 per student) indicates that the periodical titles per student remained at the 0.5 title per student level.

Summary and Recommendations

Like other academic institutions between 1960 and 1970, Howard University witnessed an expansion of its student body and its financial resources which was also extended to its library operations.

The FTE student enrollment increased by over 50 percent between 1960 and 1965 and by 61 percent over the decade to 8,349 (Table 1). The total library operating expenditures, starting with a low of $270,300 (in 1960), increased by 323 percent to $1,143,500 with a per student expenditure of $52.34 (in 1960) to $84.73 (in 1970). While financial comparisons in the peer group place Howard into a median position, during the 1966-68 period, Howard increased at a slower rate than the other institutions. Compared with the group of leading institutions, their median FTE student expenditures was 2.4 times greater than Howard's.

Compared with its peer group between 1966-68, Howard ranked lowest in the amount of funds alloted to wages for hourly library staff. Similarly between 1966-68 Howard ranked lowest in the peer group regarding binding and rebinding, the one expenditure item most easily postponed, which, when not maintained is bound to result in the deterioration of the collection.

Regarding the number of library staff, Howard holds third place among seven libraries in the peer group (Table 1). However, when compared with libraries of leading institutions, Howard ranks lowest with 107.4 students per FTE library staff compared to 18.2 at Yale (Table 2B). Howard's staffing pattern deteriorated over the last decade. In 1966 nearly 62 percent went for salaries; in 1970 only 55 percent was spent for the same purpose, a decrease in the proportion spent for salaries of 11 percent. Similarly, the proportion of the total operating expenditures allocated for wages for hourly staff decreased by 11 percent. The percent of expenditures for binding and rebinding decreased by 37 percent and the percent for other operating expenditures decreased by 27 percent.

These budget priority shifts resulted in an increase of 45 percent in the percent of expenditures for books and other library materials. How badly this change was needed is indicated by the following data: while the number of volumes held at the end of the year increased by 65 percent over the decade and the number of periodical titles by 127 percent, the number of volumes per student increased by only one percent and the number of periodical titles by 40 percent. Compared with the leading institutions, Howard's library system collection ranks lowest by far.

From these data the conclusion is obvious that Howard made great strides to improve its collection and staffing but had such a stringent operation in 1960 that it still has to go a long way to catch up with the leading institutions.

Particularly inadequate are the number of clerical and hourly employees and the funds allocated for these purposes.

To move ahead Howard will require a substantially larger library budget, and within the budget larger percentages should be allocated to hourly assistance and to binding and rebinding. The number of volumes should be increased by one-third and the periodical titles doubled.

A review of the last decade shows that Howard would have to effect major changes to compare with the nation's leading academic libraries in expenditures, resources, and the services provided by their staffs.

STUDENT FORM

USOE HOWARD UNIVERSITY LIBRARY SURVEY

1. Sex of student: (1) / 60/ Male (2) / 33/ Female

2. Enrollment level of student:
   (1) / 15/ Freshman
   (2) / 24/ Sophomore
   (3) / 18/ Junior
   (4) / 23/ 4 & 5 Senior
   (5) / 11/ Graduates
   (6) / 3/ Unclassified

3. Major field of study of student:
   Undergraduate:
   (1) /50 / Liberal Arts
   (2) / 4 / Student Nursing
   (3) /15 / Engineering and Architecture
   (4) / 2 / Fine Arts
   (5) / 1 / Pharmacy
   (6) / 1 / Dental Hygiene
   (7) / 9 / Business Administration
   (8) / 2 / Pre-Med
   Graduate and Professional:
   (9) / 3 / Graduate School
   (10) / 4 / Religion (2 graduates; 2 undergraduates)
   (11) / 1 / Social Work
   (12) / 3 / Law
   (13) / 1 / Medicine
   (14) / / Dentistry
   Special Programs:
   (15) / / Children's Swimming
   (16) / / Special Dentistry
   (17) / / Postgraduate Dental Seminar
   (18) / / Medical Program
   (19) / / National Youth Program
   (20) / / Social Work

4. Work of student, for which salary or wages are received:
   (1) /43 / None
   (2) /48 / Part-time; average number of hours per week: _____
   (3) / 2 / Full-time; average number of hours per week: _____

USE HOWARD UNIVERSITY LIBRARIES

WORK	FREQUENTLY	INFREQUENTLY
Part-time	22	24
Full-time	2	2
	73	66

5. Degree of student use of Howard University library collections, by library:

N	F	I		Estimated number of hours per week (for an average week)					
				Mon.-Fri.		Saturday		Sunday	
				Day	Evening	Day	Evening	Day	Evening
	21	31	1. Founders	46	23	9			19 *
	2	1	2. Medical-Dental	3	2				
	2		3. Pharmacy	2					
	1	3	4. Chemistry	4	1	1			
	2	3	5. Law	3	2	3			
	3	3	6. Religion	6		1			
	9	6	7. Engineering & Architecture	15	5	5			3
	1	2	8. Fine Arts	2	1	2			
		3	9. Nursing	3					
	1		10. Physics	1	1	1			

* Numbers for weekend use

6. Degree of student use of Howard University library collections, by collection type:

Type of Collection	Estimated degree of use		
	None	Some	Frequently
1. Books		34	45
2. Periodicals		30	26
3. Microfilm		8	1
4. Microform other than microfilm		2	
5. Audiovisual & other nonprint materials, except microform		8	
6. Interlibrary loan materials		9	2
7. Student's own books, periodicals, notes, etc., brought to library for use there		17	57

5. Degree of student use of Howard University library collections, by library:

	Working Students		Non-Working Students	
	F	I	F	I
1. Founders	14	21	7	16
2. Medical-Dental	2	1		
3. Pharmacy	1		1	
4. Chemistry	1	2		1
5. Law	2	1		2
6. Religion	3	2		1
7. Engineering & Architecture	4	5	5	1
8. Fine Arts	1	1		2
9. Nursing	1	1		2
10. Physics	1			

* N - Never Use
F - Frequently Use
I - Infrequently Use

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7. If Howard University library collections are used only some or not at all by student, indicate major reasons, by rank:

No. of Persons	Reason	Rank Order
29	1. Collections being used by other students or faculty	2
41	2. Insufficient number of copies of books on reserve	1
25	3. Materials needed are not in the Howard University library catalogues	3
7	4. Insufficiency of services	8
10	5. Insufficiency of seats	6
6	6. Insufficiency of equipment (e.g., microfilm readers, projectors, etc.)	9
8	7. Insufficiency of hours libraries are open	7
14	8. Unattractiveness of library rooms	5
21	9. Type of program in which student is enrolled	4
1	10. Other (Specify) Noise; Need room for small groups	10
1	11. Other (Specify) Books missing	10
1	12. Time Limitations	10

8. Degree of student use of other library collections in the D.C. area, by library:

Library	Estimated degree of use		
	None	Some	Frequently
1. Library of Congress		31	6
2. D. C. Public Library		47	18
3. Other college or university library (Specify) Federal City			1
a. Univ. of Maryland		4	2
b. Georgetown		4	
4. Other (Specify) NIH		1	
Prince Georges County		1	
5. Other		3	

9. Degree of student satisfaction with the libraries and library services at Howard University:
   (1) / 16/ Well satisfied
   (2) / 44/ Fairly well satisfied
   (3) / 23/ Somewhat dissatisfied
   (4) / 6/ Very dissatisfied

10. Student suggestions for improving and/or expanding library services at Howard University, by rank:

Suggestion	Rank Order	No. of Persons	
1. More books	1	60	
2. More copies of books on reserve	2	51	
3. More periodicals	4	27	
4. More microform	10	12	
5. More audiovisual & other nonprint materials, except microform	9	13	
6. More equipment (e.g., microfilm readers, projectors, etc.)	7	18	
7. More seats	6	19	
8. More attractive rooms (e.g., more modern lights, floor, chairs, colors, etc.)	3	32	
9. More library employees	8	17	
10. More helpful assistance with library services	5	21	
11. Libraries open longer hours	4	27	
12. Other (Specify) Security	11	3	
13. Other (Specify)			

11. Student complaints (if any) about Howard University libraries and collections, by order of importance:
    1. Founders stacks not in order (8) *
    2. Collection out-of-date (8)
    3. Books not available when needed (8)

    * Numbers within parenthesis indicate number of persons.

12. Would student use the Howard University library collections more frequently if the above suggestions and complaints were met to a considerable degree?
    (1) /44/ Yes (2) /6 / No (3) /31/ Uncertain (Does not know)
    (Specify)_____

Comments:

For additional comments and complaints see listing.

Student Complaints (continued from p. 69 of questionnaire)

I Security Hours

II Number of copies of each title is inadequate. Not enough professional library assistance.

III Need more rare materials for research. Books are not replaced when stolen or lost. Moorland Collection is inaccessible to the students. The reserve system needs revamping.

IV Founders Library is too inaccessible. The loan period for materials is too short. Too much noise and distraction in the Library (Founders). The air is bad in Founders.

V Stacks are too dark. Lack of regular reading materials for students.

FACULTY FORM

USOE HOWARD UNIVERSITY LIBRARY SURVEY

1. Sex of faculty member: (1) / 20 / Male (2) / 4 / Female

2. Highest earned degree of faculty member:
   (1) / 14 / Doctor's degree
   (2) / / First Professional degree
   (3) / 7 / Master's degree
   (4) / 3 / Other degree (Specify) (1) J.D. (doctor of law)

3. Academic rank of faculty member:
   (1) / / Academic dean
   (2) / 11 / Professor
   (3) / 2 / Associate professor
   (4) / 6 / Assistant professor
   (5) / / Adjunct professor
   (6) / 3 / Instructor
   (7) / 1 / Lecturer
   (8) / / Undesignated rank

4. College or school in which faculty member is employed:
   (1) / 9 / Liberal Arts
   (2) / 3 / Pharmacy
   (3) / 3 / Engineering & Architecture
   (4) / 2 / Fine Arts
   (5) / 1 / Law
   (6) / / Social Work
   (7) / 2 / Graduate School
   (8) / 2 / Religion
   (9) / 1 / Medicine
   (10) / / Nursing
   (11) / 1 / Dentistry
   (12) / / Business

5. Degree of faculty member use of Howard University library collection, by library:

F	I	Library	Estimated number of times per week (for an average week)					
			Mon. - Fri.		Saturday		Sunday	
			Day	Evening	Day	Evening	Day	Evening
5	8	1. Founders						
3	2	2. Medical-Dental						
2	1	3. Pharmacy						
3	1	4. Chemistry						
1		5. Law						
1	2	6. Religion						
3		7. Engineering & Architecture						
2		8. Fine Arts						
		9. Nursing						
1		10. Home Economics Reading Room						

6. Degree of faculty member use of Howard University library collection, by type of collection:

Type of collection	Estimated degree of use		
	None	Some	Frequently
1. Books	2	3	18
2. Periodicals	2	6	15
3. Microfilm	20	1	2
4. Microform other than microfilm	23		
5. Audiovisual and other nonprint materials, except microform	21		
6. Interlibrary loan materials	18	4	1
7. Faculty member's own books, periodicals, notes, etc., brought to library for use there	6	1	4

Comments:

* N - Never Use
F - Frequently
I - Infrequently

7. If Howard University library collections are used only some or not at all by faculty member, indicate major reasons, by rank:

No. of Persons	Reason	Rank Order
3	1. Collections being used by students or other faculty members	3
5	2. Materials needed are not in the Howard University library catalogue	1
2	3. Insufficiency of services	4
1	4. Insufficiency of seats	5
2	5. Insufficiency of equipment (e.g., microfilm readers, projectors, etc.)	4
2	6. Insufficiency of hours libraries are open	4
1	7. Unattractiveness of library rooms	5
4	8. Type of program in which faculty member is employed	2
1	9. Other (Specify) Security	5
2	10. Other (Specify) Lack of Cooperation	4

8. Degree of faculty member use of other library collections in the D. C. area, by library:

Library	Estimated degree of use		
	None	Some	Frequently
1. Library of Congress		5	6
2. D. C. Public Library		4	2
3. Other college and/or university library (Specify) F.C.C.		2	
Georgetown		4	2
a. George Washington		3	
b. Catholic University		3	1
c. American University		1	
4. Other (Specify) NLM (N.I.H.)		2	2
a. University of Maryland		1	3
b. Wesley Seminary Library		2	
c. Folger Library			1
d. NEA Library		1	
e. HEW Library		1	
f. NAL (National Agriculture)		1	
g. St. Paul's Library		1	

9. Degree of faculty member satisfaction with the libraries and library services at Howard University:

(1) / 7 / Well satisfied
(2) / 5 / Fairly well satisfied
(3) / 2 / Somewhat dissatisfied
(4) / 6 / Very dissatisfied

10. Suggestions of faculty member for improving and/or expanding library services at Howard University, by rank:

Suggestion	Rank Order	No. of Persons	
1. More books	3	7	
2. More copies of books on reserve	2	9	
3. More periodicals	2	9	
4. More microform	4	6	
5. More audiovisual & other nonprint materials, except microform	6	2	
6. More equipment (e.g., microfilm readers, projectors, etc.)	3	7	
7. More seats			
8. More attractive rooms (e.g., more modern lights, floor, chairs, colors, etc.)	3	7	
9. More library employees	1	11	
10. More helpful assistance with library services	5	3	
11. Libraries open longer hours	5	3	
12. Other (Specify) Security	6	2	
Xerox Facilities	6	2	
13. Other (Specify) Reserve System	6	2	
14. More Space	7	1	

11. Complaints (if any) of faculty member about Howard University libraries and library collections, by order of importance:

1. See Listing
2. _____
3. _____

12. Would faculty member use the Howard University library collections more frequently if the above suggestions and complaints were met to a considerable degree? (1)/ 13 /Yes (2)/ 1 /No (3)/ 9 /Uncertain (Does not know)

(Specify) _____

Complaints of faculty members (continued from questionnaire)

	No. of Persons	Rank Order
1. Inadequate resources	8	1
2. Inadequate staff	4	2
3. Inadequate space	4	2
4. Security is poor	3	3
5. Unattractive library surroundings	3	3
6. Inadequate services	3	3
7. Reserve system needs revamping	3	3
8. Library catalogs not in order	2	4
9. Hours of opening inadequate	1	5
10. Micro facilities inadequate	1	5